DOCUMENT RESUME

ED 082 149 CS 000 742

TITLE	Generic Objectives for the Bank of Objectives, Items, and Resources in Reading.
INSTITUTION	New York State Education Dept., Albany. Bureau of School and Cultural Research.
PUB DATE	1 Apr 73
NOTE	613p.; For related documents see CS 000 740 and CS 000 741
EDRS PRICE	MF-$0.65 HC-$23.03
DESCRIPTORS	*Behavioral Objectives; Content Reading; *Curriculum Development; Decoding (Reading); *Manuals; Multisensory Learning; Reading Comprehension; *Reading Instruction; *Reading Skills; Study Skills; Vocabulary Skills
IDENTIFIERS	*SPPED

ABSTRACT

To be used in the development of reading curricula in the local school setting, this list of generic objectives is part of a set produced by the System for Pupil Program Evaluation and Development (SPPED) which includes criterion objectives and content lists for the specification of generic objectives. In addition to the objectives, this publication contains three related items: an outline of the skill category structure for the objectives, a set of charts to be used as a starting point for the selection of objectives, and a blank page of formats for objectives written by the user. The objectives are divided into multisensory readiness skills, decoding skills, vocabulary skills, comprehension skills, location and study skills, and reading in content areas. (HOD)

FILMED FROM BEST AVAILABLE COPY

READING | **SPPED** | **RESOURCE 5000**

ED 082149

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

GENERIC OBJECTIVES
FOR THE
BANK OF OBJECTIVES, ITEMS, AND RESOURCES
IN READING

Project Directors

Robert P. O'Reilly
Bureau of School and
Cultural Research
New York State
Education Department

S. Alan Cohen
Educational Systems
Division
Random House, Inc.

Jane Algozzine
Bureau of Reading Education
New York State
Education Department

System for Pupil and Program Evaluation and Development

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of School and Cultural Research
Albany, New York 12224

April 1, 1973

CS 000 742

FOREWORD

The generic objectives for the SPPED Bank of Items and Resources in Reading were developed by S. Alan Cohen under a contract with Random House Educational Systems Division. Mr. Cohen's chief assistant on the project was John Bednarik.

The objectives were derived from two sources: The first was SOBE-R, a System for Objectives-Based Evaluation in Reading developed at the Center for Evaluation, UCLA, under the direction of Rodney W. Skager; and the second was the *Catalogue of Instructional Objectives and Prescriptions for Reading* written by S. Alan Cohen and Anne Marie Mueser and published by Random House.

The editing and review of the objectives in the State Education Department was the responsibility of Ruth Salter, associate in education research, and Frances Morris, associate in reading education. They were assisted by Martha Zakis, assistant in education research; Guy Spath, associate in education research; and Carole Baumes and Paulette Hill, editorial consultants.

The entire reading objectives project, of which this collection of generic objectives is one component, is the result of the cooperative planning of Robert P. O'Reilly, chief of the Bureau of School and Cultural Research, and Jane Algozzine, chief of the Bureau of Reading Education in the State Education Department.

USER INFORMATION

SPPED Resource 5000 puts into the hands of school personnel a tool to be used in the development of reading curriculums in the local school setting. This tool--Generic Objectives for the Bank of Objectives, Items, and Resources--is one of a set of tools which includes criterion objectives, SPPED Resource 5001, and content lists for the specification of generic objectives, SPPED Resource 5002.

The nature and purpose of the generic objectives and the other reading resources, along with procedures for their use, are described in detail in the Training Manual for the Bank of Objectives, Items and Resources in Reading. The present publication contains only the generic objectives and three related items: (1) An outline of the skill category structure for the objectives, (2) a set of charts to be used as a starting point for the selection of objectives, and (3) a blank page of formats for objectives written by the user.

These materials have been left unbound so that any portion of them --the objectives, the category outline, the selection charts, or the format page--may be easily reproduced in the quantity needed by the user. Furthermore, the pages of objectives have been designed so that they may be put into file folders or ring binders. They may also be cut up so that individual objectives may be pasted on cards for filing. Different ways of duplicating and arranging the objectives will be appropriate at different stages of their use. Decisions about the physical handling of the material will best be made after the user has reviewed the Training Manual.

The diagram on the following page illustrates the format of the generic objective as it appears in this bank.

TABLE OF CONTENTS

Foreword----i
User Information----iii
Skill Category Structure and Codes for Reading Objectives----v
Chart for the Selection of Reading Objectives by Skill Categories---xiv
Generic Objectives----xxx

- MULTISENSORY READINESS SKILLS----1
  - Auditory Skills----2
  - Oral Language----32
  - Body Awareness----109
  - Visual Skills----114
  - Coordination Skills----126

- DECODING SKILLS----129
  - Recognize and Use Letters of the Alphabet----130
  - Recognize Sound-Symbol/Symbol-Sound Relationships----159
  - Apply Rules of Spelling and Mechanics----238
  - Structural Analysis----242

- VOCABULARY SKILLS----297
  - Incorporate Listening and Speaking Skills into Reading Vocabulary----298
  - Recognize and Use Synonyms, Homonyms, Antonyms, and Heteronyms----309
  - Words and Context----318
  - Recognize Historical Origins of Words----321
  - Recognize and Use Non-Literal Language----324
  - Recognize Denotation, Connotation, and Nuance----333

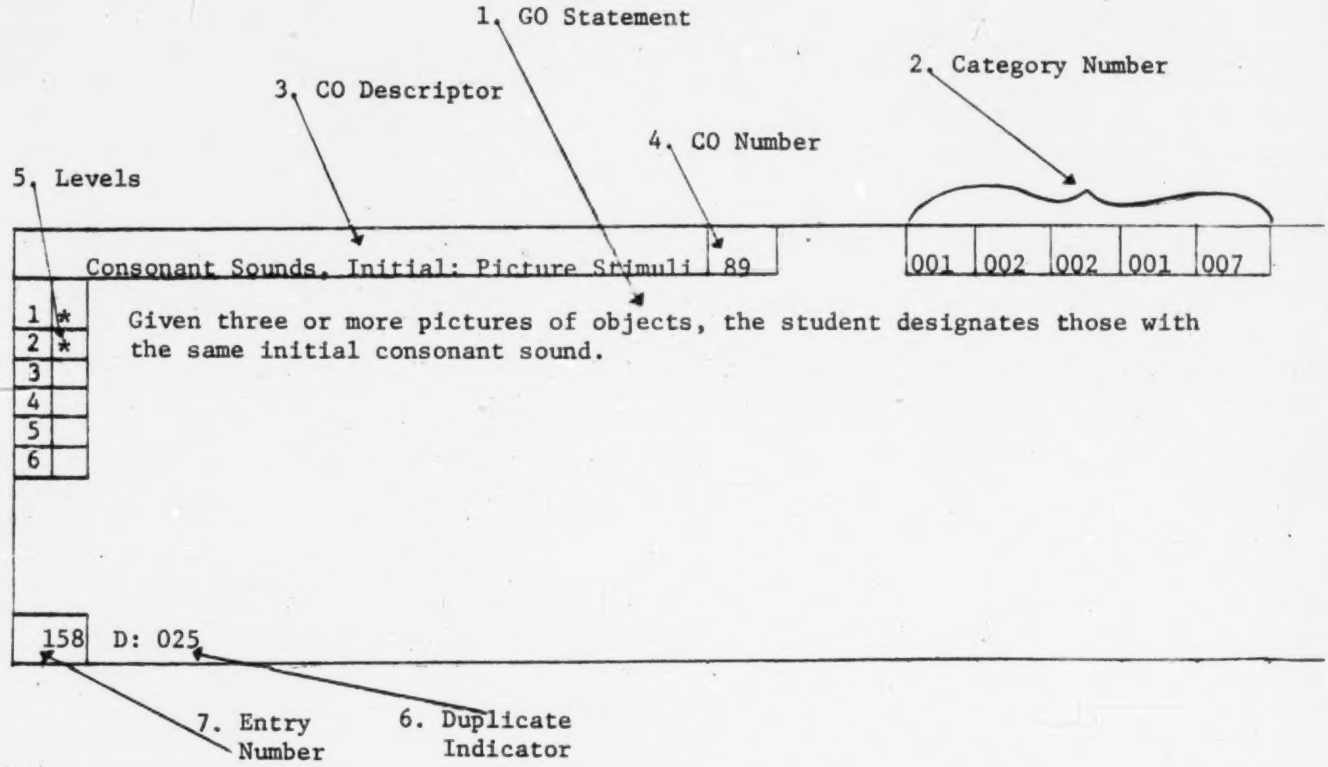
- COMPREHENSION SKILLS----337
  - Literal Comprehension----338
  - Interpretation----358
  - Attitude Toward Reading----411

- LOCATION AND STUDY SKILLS----419
  - Recognize and Use Textbook Aids----420
  - Identify and Use Library Resources----453
  - Identify and Use Other Sources of Information----460
  - Use Effective Study Procedures----492
  - Organize Materials----515

- READING IN CONTENT AREAS----533
  - Reading in Literature----534
  - Reading in the Social Sciences----564
  - Reading in Science----570
  - Reading in Mathematics----578

Blank Formats for Generic Objectives----582

FORMAT OF THE GENERIC OBJECTIVE (GO)


1. GO Statement
2. Category Number
3. CO Descriptor
4. CO Number
5. Levels
Consonant Sounds, Initial: Picture Stimuli
89
001
002
002
001
007
1 *
2 *
3
4
5
6
Given three or more pictures of objects, the student designates those with the same initial consonant sound.
158
D: 025
7. Entry Number
6. Duplicate Indicator

1. GO Statement: This the generic objective.

2. Category Number: This number shows the major skill category and subcategories to which the objective belongs. The final digit (exclusive of zero place holders) identifies the objective as a unique entry within the class. See Skill Category Structure and Classification Codes for Reading Objectives pp. v-xiii.

3. CO Descriptor: This brief phrase indicates the content of of CO (criterion objective) with which the GO is associated.

4. CO Number: This is the number of the criterion objective with which this GO is associated.

5. Levels. The asterisks indicate developmental levels at which the GO might be appropriate.

6. Duplicate Indicator: This item occurs only on GO's that appear two or more times in the bank. Such GO's are associated with two or more criterion objectives; the numbers cited are for the alternate CO's.

7. Entry Number: This is an alternate way of identifying an objective. The numbers run from 1 to 1829.

SKILL CATEGORY STRUCTURE AND CODES
FOR READING OBJECTIVES

I. MULTISENSORY READINESS SKILLS	001
A. Auditory Skills	001 001
1. Acquire Auditory Discrimination	001 001 001
Differentiate likenesses and differences in sounds	001 001 001 001
Identify common environmental sounds	001 001 001 002
Differentiate directions and sources of sounds	001 001 001 003*
Distinguish among sound characteristics	001 001 001 004
Specify the number of syllables in words	001 001 001 005
2. Expand Auditory Memory	001 001 002
Listen for a series	001 001 002 001
Recall and follow directions	001 001 002 002
Listen for specific details	001 001 002 003
3. Reproduce Auditory Stimuli	001 001 003
Imitate sounds	001 001 003 001
Repeat oral selections	001 001 003 002
Repeat variations in pitch, stress, and juncture	001 001 003 003
4. Acquire Listening Comprehension	001 001 004
Listen for main ideas	001 001 004 001
Listen for details	001 001 004 002
Identify sequence	001 001 004 003
Interpret descriptive language	001 001 004 004
Identify relationships	001 001 004 005
Recognize emotions	001 001 004 006
B. Oral Language	001 002
1. Acquire Oral Language Skills in Semantics	001 002 001
Utilize a vocabulary appropriate to the learner himself, his home and family, his school and play activities, his community and environment.	001 002 001 001

---

*There are no Generic Objectives in this category.

Acquire Oral Language Skills in Semantics (cont'd.)

Interpret, classify, and relate objects, pictures, and spoken words	001 002 001 002
Utilize vocabulary appropriate to needs and emotions	001 002 001 003
Interpret number concepts	001 002 001 004
Compare diverse situations	001 002 001 005
Establish and describe sequences of events	001 002 001 006
Determine cause and effect and predict outcome	001 002 001 007
Use new words	001 002 001 008
Relate and interpret experiences	001 002 001 009
2. Acquire Aural-Oral Language Skills in Phonology	001 002 002
Identify, compare, and reproduce beginning consonant sounds (single, blends, digraphs)	001 002 002 001
Identify, compare, and reproduce final consonant sounds (single, blends, digraphs)	001 002 002 002
Identify, compare, and reproduce medial consonant sounds (single, blends, digraphs)	001 002 002 003
Identify, compare, and reproduce initial, final, and medial consonant sounds (single, blends, digraphs)	001 002 002 004
Identify, compare, and reproduce vowel sounds (short, long, digraphs, diphthongs)	001 002 002 005
Identify, compare, and reproduce rhyming words	001 002 002 006
3. Acquire Oral Language Skills in Syntax	001 002 003
Identify and construct substitutions of parts of speech (nouns, verbs, pronouns, adjectives, adverbs) in simple sentences	001 002 003 001
Identify and construct multiple substitutions of parts of speech (nouns, verbs, adjectives, and adverbs) in simple sentences	001 002 003 002
Recognize and use complete sentences (past, present, and future forms)	001 002 003 003
Identify and construct sentences with compound subjects, verbs, adjectives, adverbs, or pronouns	001 002 003 004
Identify and use subordinators and coordinators	001 002 003 005

	Acquire Oral Language Skills in Syntax (cont'd)	
	Identify and use prepositions	001 002 003 006
	Identify and use determiners	001 002 003 007
	Use auxiliary words	001 002 003 008
	Identify and construct transformations	001 002 003 009
4.	Acquire Oral Language Skills in Morphology	001 002 004
	Identify and form plurals	001 002 004 001
	Use correct verb form	001 002 004 002
	Use contractions	001 002 004 003
	Use compound words	001 002 004 004
	Use positive, comparative, and superlative forms of adjectives	001 002 004 005
	Use of possessive forms of nouns and pronouns	001 002 004 006
	Use verbs to form agents	001 002 004 007
	Use inflected endings	001 002 004 008
C.	Body Awareness	001 003
	Identify body parts, surfaces, and functions	001 003 001
	Identify position and direction in space	001 003 002
D.	Visual Skills	001 004
1.	Develop Visual Perception	001 004 001
	Acquire visual discrimination	001 004 001 001
	Develop perceptual speed	001 004 001 002
	Develop sense of spatial relations	001 004 001 003
2.	Develop Visual Memory	001 004 002
3.	Develop Visualization Skills	001 004 003
E.	Coordination Skills	001 005
	Develop eye-hand coordination	001 005 001

II. DECODING SKILLS	002
A. Recognize and Use Letters of the Alphabet	002 001
Recognize manuscript letters	002 001 001
Recognize cursive letters	002 001 002
Recognize alphabetical order	002 001 003
Identify vowels and consonants	002 001 004
Use Letters	002 001 005
B. Recognize Sound Symbol/Symbol Sound Relationships (Phonics)	002 002
Identify initial single consonants	002 002 001
Identify final single consonants	002 002 002
Identify medial single consonants	002 002 003
Identify initial consonant digraphs	002 002 004
Identify final consonant digraphs	002 002 005
Identify medial consonant digraphs	002 002 006
Identify initial consonant blends	002 002 007*
Identify final consonant blends	002 002 008*
Identify medial consonant blends	002 002 009*
Identify consonant sounds (single, digraphs, and blends)	002 002 010
Identify short vowel sounds	002 002 011
Identify long vowel sounds	002 002 012
Identify vowel controllers	002 002 013
Identify vowel digraphs	002 002 014
Identify vowel diphthongs	002 002 015*
Identify vowel sounds (short, long, etc.)	002 002 016
Identify silent letters	002 002 017
Letter(s)/Sound Correspondence	002 002 018
C. Apply Rules of Spelling and Mechanics	002 003
Recognize regular spelling patterns	002 003 001*
Recognize variant spelling patterns	002 003 002*
Apply phonic generalizations	002 003 003
Apply rules of punctuation and capitalization	002 003 004
D. Recognize the Division of Words into Units of Meaning (Structural Analysis)	002 004
Identify compound words	002 004 001
Identify inflectional endings	002 004 002
Identify contractions	002 004 003
Identify abbreviations	002 004 004
Identify syllabication and word accents	002 004 005
Identify prefixes, suffixes, and roots	002 004 006

---

*There are no Generic Objectives in this category.

III. VOCABULARY SKILLS	003
A. Incorporate listening and speaking skills into reading vocabulary	003 001
B. Recognize and use synonyms, homonyms, antonyms, and heteronyms	003 002
C. Words and Context	003 003
D. Recognize historical origins	003 004
E. Recognize and use non-literal language	003 005
F. Recognize denotation, connotation, and nuance	003 006
G. Use a systematic, continuing method of word study to increase vocabulary	003 007*

IV. COMPREHENSION SKILLS	004
A. Literal Comprehension	004 001
Identify main ideas and major concepts	004 001 001
Find and relate details	004 001 002
Recognize sequence of ideas	
B. Interpretation	004 002
Understand relationships	004 002 001
Recognize cause and effect	004 002 002
Make inferences	004 002 003
Interpret figurative and descriptive language	004 002 004
Recognize and interpret emotional reactions	004 002 005
Identify and arrive at conclusions and generalizations	004 002 006
Compare and contrast information and ideas	004 002 007
Evaluate ideas and information	004 002 008
Develop critical reading skills	004 002 009
Develop oral reading skills	004 002 010
C. Attitude Toward Reading	004 003
Take proper care of reading materials	004 003 001*
Read for enjoyment	004 003 002
Appreciate reading	004 003 003*
Relate personally to reading	004 003 004

---

*There are no Generic Objectives in this category.

V. LOCATION AND STUDY SKILLS — 005

A. Recognize and Use Textbook Aids — 005 001

Title page	005 001 001
Copyright	005 001 002
Format	005 001 003
Table of contents	005 001 004
Section and paragraph headings	005 001 005
Italics	005 001 006
Boldface type	005 001 007
Index	005 001 008
Appendix	005 001 009
Introduction or preface	005 001 010
Overviews	005 001 011
Summaries	005 001 012
Bibliographies	005 001 013
Glossary	005 001 014
Footnotes	005 001 015
Pictorial and graphic representations	005 001 016
Pronunciation keys	005 001 017
Language abbreviations	005 001 018
Marginal notes	005 001 019
List of suggested readings	005 001 020
Answer keys	005 001 021
Etymologies	005 001 022

B. Identify and Use Library Resources — 005 002

Organization and card catalogue	005 002 001
Location of materials	005 002 002

C. Identify and Use Other Sources of Information — 005 003

Dictionaries	005 003 001
Encyclopedias	005 003 002
Magazines	005 003 003
Newspapers	005 003 004
Maps and atlases	005 003 005
Graphs, charts, tables, diagrams	005 003 006
Pictures	005 003 007
Specialized reference materials	005 003 008

D. Use Effective Study Procedures — 005 004

Follow directions	005 004 001
Determine appropriate sources of information	005 004 002
Skim for general information	005 004 003

Use Effective Study Procedures (cont'd)

Read for main ideas	005 004 004
Read for details	005 004 005
Locate summary sentences or paragraphs	005 004 006
Increase reading rate	005 004 007
Adapt reading rate to nature, purpose, and difficulty of material	005 004 008
Survey and identify organization of material	005 004 009*
Recall information	005 004 010
Appraise adequacy of information and evaluate sources for authenticity and reliability	005 004 011

E. Organize Materials 005 005

Sequence information	005 005 001
Classify information according to identifiable rationale, criteria, or system	005 005 002
Write summaries	005 005 003
Take notes	005 005 004*
Construct outlines	005 005 005
Construct charts, graphs, tables, and diagrams	005 005 006
Construct bibliographies	005 005 007
Construct footnotes	005 005 008
Construct tables of contents	005 005 009
Apply location and study skills to material of personal interest independent of class requirements	005 005 010*
Utilize a personal checklist to evaluate progress	005 005 011*

---

*There are no Generic Objectives in this category.

VI. READING IN CONTENT AREAS	006
A. Reading in Literature	006 001
Recall title, author's name, and important details	006 001 001
Identify characters and describe characterization	006 001 002
Describe plot and structure	006 001 003
Describe setting	006 001 004
Describe and discuss literary devices and techniques	006 001 005
Describe and discuss symbolism and figurative language	006 001 006
Describe diction, usage, and tone	006 001 007
Identify and describe theme	006 001 008
Identify and describe genre	006 001 009
Evaluate author's purpose, values, theme, relevance, and effectiveness	006 001 010
B. Reading in the Social Sciences	006 002
Define terminology commonly used in social sciences	006 002 001
Recognize order and sequence	006 002 002*
Identify cause-and-effect relationships	006 002 003
Make inferences and generalizations	006 002 004
Analyze problems and propose solutions	006 002 005
Compare and contrast facts and opinions	006 002 006
Select and read social science materials of personal interest	006 002 007*
C. Reading in Science	006 003
Define terminology commonly used in science	006 003 001
Identify main ideas and major concepts	006 003 002*
Identify details	006 003 003
Recognize order and sequence	006 003 004*
Infer cause-and-effect relationships	006 003 005
Distinguish fact from opinion, hypothesis, and theory	006 003 006
Relate present reading to current problems	006 003 007
Select and read science related materials of personal interest independent of school requirements	006 003 008*

---

*There are no Generic Objectives in this category.

D. Reading in Mathematics	006 004
Define terminology commonly used in mathematics	006 004 001
Identify the problem	006 004 002
Distinguish between relevant and irrelevant information	006 004 003*
Make generalizations	006 004 004

---

*There are no Generic Objectives in this category.

CHART FOR THE SELECTION OF READING OBJECTIVES BY SKILL CATEGORY

Skill Category (Zero placeholders have been omitted from category codes)		Level of Reading Development					
		1	2	3	4	5	6
1-1-1-1	Differentiate likenesses and differences in sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-1-2	Identify common environmental sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-1-3	Differentiate directions and sources of sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-1-4	Distinguish among sound characteristics.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-1-5	Specify the number of syllables in words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-2-1	Listen for a series.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-2-2	Recall and follow directions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-2-3	Listen for specific details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-3-1	Imitate sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-3-2	Repeat oral selections.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-3-3	Repeat variations in pitch, stress, and juncture.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

*E--Essential, S--Supplementary, N--Not Appropriate, I--Irrelevant to Reading.

SELECTION CHART (Continued)

Skill Category		Level of Reading Development					
		1	2	3	4	5	6
1-1-4-1	Listen for main ideas.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-4-2	Listen for details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-4-3	Identify sequence.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-4-4	Interpret descriptive language.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-4-5	Identify relationships.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-1-4-6	Recognize emotions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-1-1	Utilize a vocabulary appropriate to the learner himself, his home and family, his school and play activities, his community and environment.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-1-2	Interpret, classify, and relate objects, pictures, and spoken words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-1-3	Utilize vocabulary appropriate to needs and emotions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-1-4	Interpret number concepts.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-1-5	Compare diverse situations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-1-6	Establish and describe sequences of events.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

	Skill Category	Level of Reading Development					
		1	2	3	4	5	6
1-2-1-7	Determine cause and effect and predict outcome.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-1-8	Use new words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-1-9	Relate and interpret experiences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-2-1	Identify, compare, and reproduce beginning consonant sounds (single, blends, digraphs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-2-2	Identify, compare, and reproduce final consonant sounds (single, blends, digraphs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-2-3	Identify, compare, and reproduce medial consonant sounds (single, blends, digraphs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-2-4	Identify, compare, and reproduce initial, final, and medial consonant sounds (single, blends, digraphs)	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-2-5	Identify, compare, and reproduce vowel sounds (short, long, digraphs, diphthongs).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-2-6	Identify, compare, and reproduce rhyming words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

Skill Category		Level of Reading Development					
		1	2	3	4	5	6
1-2-3-1	Identify and construct substitutions of parts of speech (nouns, verbs, pronouns, adjectives, adverbs) in simple sentences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-3-2	Identify and construct multiple substitutions of parts of speech (nouns, verbs, adjectives, and adverbs) in simple sentences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-3-3	Recognize and use complete sentences (past, present, and future forms).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-3-4	Identify and construct sentences with compound subjects, verbs, adjectives, adverbs, or pronouns.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-3-5	Identify and use subordinators and coordinators.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-3-6	Identify and use prepositions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-3-7	Identify and use determiners.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-3-8	Use auxiliary words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-3-9	Identify and construct transformations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

	Skill Category	Level of Reading Development					
		1	2	3	4	5	6
1-2-4-1	Identify and form plurals.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-4-2	Use correct verb forms.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-4-3	Use contractions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-4-4	Use compound words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-4-5	Use positive, comparative, and superlative forms of adjectives.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-4-6	Use possessive forms of nouns and pronouns.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-4-7	Use verbs to form agents.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-2-4-8	Use inflected endings.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-3-1	Identify body parts, surfaces, and functions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-3-2	Identify position and direction in space.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-4-1-1	Acquire visual discrimination.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-4-1-2	Develop perceptual speed.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-4-1-3	Develop sense of spatial relations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

Skill Category		Level of Reading Development					
		1	2	3	4	5	6
1-4-2	Develop visual memory.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-4-3	Develop visualization skills.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
1-5-1	Develop eye-hand coordination.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-1-1	Recognize manuscript letters.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-1-2	Recognize cursive letters.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-1-3	Recognize alphabetical order.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-1-4	Identify vowels and consonants.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-1-5	Use letters.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-1	Identify initial single consonants.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-2	Identify final single consonants.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-3	Identify medial single consonants.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-4	Identify initial consonant digraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-5	Identify final consonant digraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-6	Identify medial consonant digraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-7	Identify initial consonant blends.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

Skill Category		Level of Reading Development					
		1	2	3	4	5	6
2-2-8	Identify final consonant blends.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-9	Identify medial consonant blends.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-10	Identify consonant sounds (single, digraphs, and blends).	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-11	Identify short vowel sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-12	Identify long vowel sounds.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-13	Identify vowel controllers.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-14	Identify vowel digraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-15	Identify vowel diphthongs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-16	Identify vowel sounds (short, long, etc.)	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-17	Identify silent letters.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-2-18	Letter(s)/Sound Correspondence.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-3-1	Recognize regular spelling patterns.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-3-2	Recognize variant spelling patterns.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-3-3	Apply phonic generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

	Skill Category	Level of Reading Development					
		1	2	3	4	5	6
2-3-4	Apply rules of punctuation and capitalization.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-4-1	Identify compound words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-4-2	Identify inflectional endings.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-4-3	Identify contractions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-4-4	Identify abbreviations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-4-5	Identify syllabication and word accents.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
2-4-6	Identify prefixes, suffixes, and roots.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
3-1	Incorporate listening and speaking skills into reading vocabulary.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
3-2	Recognize and use synonyms, homonyms, antonyms, and heteronyms.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
3-3	Words and context.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
3-4	Recognize historical origins of words.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
3-5	Recognize and use non-literal language.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

	Skill Category	Level of Reading Development					
		1	2	3	4	5	6
3-6	Recognize denotation, connotation, and nuance.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
3-7	Use a systematic, continuing method of word study to increase vocabulary.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-1-1	Identify main ideas and major concepts.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-1-2	Find and relate details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-1-3	Recognize sequence of ideas.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-1	Understand relationships.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-2	Recognize cause and effect.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-3	Make inferences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-4	Interpret figurative and descriptive language.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-5	Recognize and interpret emotional reactions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-6	Identify and arrive at conclusions and generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-7	Compare and contrast information and ideas.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

Skill Category		Level of Reading Development					
		1	2	3	4	5	6
4-2-8	Evaluate ideas and information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-9	Develop critical reading skills.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-2-10	Develop oral reading skills.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-3-1	Take proper care of reading materials.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-3-2	Read for enjoyment.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-3-3	Appreciate reading.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
4-3-4	Relate personally to reading.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-1	Title page.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-2	Copyright.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-3	Format.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-4	Table of contents.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-5	Section and paragraph headings.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-6	Italics.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-7	Bold-face type.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-8	Index.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

Skill Category		Level of Reading Development					
		1	2	3	4	5	6
5-1-9	Appendix.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-10	Introduction or preface.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-11	Overviews.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-12	Summaries.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-13	Bibliographies.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-14	Glossary.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-15	Footnotes.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-16	Pictorial and graphic representations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-17	Pronunciation keys.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-18	Language abbreviations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-19	Marginal notes.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-20	List of suggested readings.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-21	Answer keys.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-1-22	Etymologies.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

	Skill Category	Level of Reading Development					
		1	2	3	4	5	6
5-2-1	Organization and card catalogue.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-2-2	Location of materials.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-3-1	Dictionaries.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-3-2	Encyclopedia.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-3-3	Magazines.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-3-4	Newspapers.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-3-5	Maps and atlases.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-3-6	Graphs, charts, tables, diagrams.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-3-7	Pictures.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-3-8	Specialized reference materials.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-1	Follow directions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-2	Determine appropriate sources of information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-3	Skim for general information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-4	Read for main ideas.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-5	Read for details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

	Skill Category	Level of Reading Development					
		1	2	3	4	5	6
5-4-6	Locate summary sentences or paragraphs.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-7	Increase reading rate.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-8	Adapt reading rate to nature, purpose, and difficulty of materials.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-9	Survey and identify organization of materials.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-10	Recall information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-4-11	Appraise adequacy of information and evaluate sources for authenticity and reliability.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-1	Sequence information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-2	Classify information according to identifiable rationale, criteria, or system.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-3	Write summaries.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-4	Take notes.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-5	Construct outlines.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

	Skill Category	Level of Reading Development					
		1	2	3	4	5	6
5-5-6	Construct charts, graphs, tables, and diagrams.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-7	Construct bibliographies.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-8	Construct footnotes.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-9	Construct tablesof contents.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-10	Apply location and study skills to materials of personal interest independent of class requirements.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
5-5-11	Utilize a personal checklist to evaluate progress.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-1	Recall title, author's name, and important details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-2	Identify characters and describe characterization.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-3	Describe plot and structure.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-4	Describe setting.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-5	Describe and discuss literary devices and techniques.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

Skill Category		Level of Reading Development					
		1	2	3	4	5	6
6-1-6	Describe and discuss symbolism and figurative language.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-7	Describe diction, usage, and tone.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-8	Identify and describe theme.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-9	Identify and describe genre.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-1-10	Evaluate author's purpose, values, theme, relevance, and effectiveness.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-2-1	Define terminology commonly used in social sciences.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-2-2	Recognize order and sequence.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-2-3	Identify cause-and-effect relationships.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-2-4	Make inferences and generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-2-5	Analyze problems and propose solutions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-2-6	Compare and contrast facts and opinions.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-2-7	Select and read social science materials of personal interest.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

SELECTION CHART (Continued)

	Skill Category	Level of Reading Development					
		1	2	3	4	5	6
6-3-1	Define terminology commonly used in science.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-3-2	Identify main ideas and major concepts.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-3-3	Identify details.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-3-4	Recognize order and sequence.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-3-5	Infer cause-and-effect relationships.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-3-6	Distinguish fact from opinion, hypothesis, and theory.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-3-7	Relate present reading to current problems.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-3-8	Select and read science related materials of personal interest independent of school requirements.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-4-1	Define terminology commonly used in mathematics.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-4-2	Identify the problem.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-4-3	Distinguish between relevant and irrelevant information.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I
6-4-4	Make generalizations.	E S N I	E S N I	E S N I	E S N I	E S N I	E S N I

GENERIC OBJECTIVES

MULTISENSORY READINESS SKILLS

001

AUDITORY SKILLS

001 001

Sounds: Likenesses & Differences	001	001	001	001	001	003

1	*
2	*
3	
4	
5	
6	

Given two or more common, environmental, non-speech sounds, the student says whether they are the same or different.

0001 D: 002

Sounds: Likenesses & Differences in Words	002	001	001	001	001	003

1	*
2	*
3	
4	
5	
6	

Given two or more common, environmental, non-speech sounds, the student says whether they are the same or different.

0001 D: 001

Sounds: Likenesses & Differences	001	001	001	001	001	004

1	*
2	*
3	
4	
5	
6	

Given two or more common, environmental, non-speech sounds, the student designates whether they are the same or different.

0002 D: 002

Sounds: Likenesses & Differences in Words	002	001	001	001	001	004

1	*
2	*
3	
4	
5	
6	

Given two or more common, environmental, non-speech sounds, the student designates whether they are the same or different.

0002 D: 001

Sounds: Likenesses & Differences in Words	002	001	001	001	001	005

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says whether they sound the same or different.

0003

Sounds: Likenesses & Differences in Words	002	001	001	001	001	006

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student designates whether they sound the same or different.

0004

Sounds: Likenesses & Differences in Words	002	001	001	001	001	008

1	*
2	*
3	
4	
5	
6	

Given orally two sentences, the student designates whether they sound the same or different.

0005

Sounds: Likenesses & Differences in Words	002	001	001	001	001	009

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student designates whether their initial sounds are the same or different.

0006 D: 035, 036

Consonant Sounds: Initial	035	001	001	001	001	009

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student designates whether their initial sounds are the same or different.

0006 D: 002, 036

Consonant Digraph Sounds: Initial	036	001	001	001	001	009

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student designates whether their initial sounds are the same or different.

0006 D: 002, 035

Sounds: Likenesses & Differences in Words	002	001	001	001	001	010

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student designates whether their final sounds are the same or different.

0007 D: 037, 038

Consonant Digraph Sounds: Final	037	001	001	001	001	010

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student designates whether their final sounds are the same or different.

0007 D: 002, 038

Consonant Sounds: Final	038	001	001	001	001	010

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student designates whether their final sounds are the same or different.

0007 D: 002, 037

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Sounds: Sources	003	001	001	001	002	002

1	*
2	*
3	
4	
5	
6	

Given a common, environmental, non-speech sound and given orally the names of two or more sources of sound, the student says which is the source of the sound.

0008

Sounds: Sources	003	001	001	001	002	003

1	*
2	*
3	
4	
5	
6	

Given a common, environmental, non-speech sound and given two or more pictures of different sources of sound, the student designates the picture of the source of the sound.

0009

Sounds: Sources	003	001	001	001	002	004

1	*
2	*
3	
4	
5	
6	

Given a common, environmental, non-speech sound and given two or more pictures of different sources of sound, the student points to the picture of the source of the sound.

0010

Sounds: Sources	003	001	001	001	002	005

1	*
2	*
3	
4	
5	
6	

Given orally the name of the source of a common, environmental, non-speech sound and given two or more common, environmental, non-speech sounds, the student designates the sound which came from the source named.

0011

Sounds: Sources	003	001	001	001	002	006

1 *
2 *
3
4
5
6

Given orally the name of the source of a common, environmental, non-speech sound and given two or more common, environmental, non-speech sounds, the student says which sound came from the source named.

0012

Sounds: Sources	003	001	001	001	002	007

1 *
2 *
3
4
5
6

Given a picture of the source of a common, environmental, non-speech sound and given two or more common, environmental, non-speech sounds, the student designates which sound came from the source pictured.

0013

Sounds: Sources	003	001	001	001	002	008

1 *
2 *
3
4
5
6

Given a picture of the source of a common, environmental, non-speech sound and given two or more common, environmental, non-speech sounds, the student says which sound came from the source pictured.

0014

1
2
3
4
5
6

Sounds: Intensity	004	001	001	001	004	001

1	*
2	
3	
4	
5	
6	

Given two sounds of same or different volume, the student says whether the volumes are the same or different.

0015

Sounds: Intensity	004	001	001	001	004	002

1	*
2	
3	
4	
5	
6	

Given two sounds of different volume, the student says which is softer.

0016

Sounds: Intensity	004	001	001	001	004	003

1	*
2	
3	
4	
5	
6	

Given two sounds of the same or different volume, the student designates whether the volumes of the sounds are the same or different.

0017 D: 006

Sounds: Duration	006	001	001	001	004	003

1	*
2	
3	
4	
5	
6	

Given two sounds of the same or different volume, the student designates whether the volumes of the sounds are the same or different.

0017 D: 004

Sounds: Intensity	004	001	001	001	004	004

1	*	Given two sounds of different volume, the student says which is louder.
2		
3		
4		
5		
6		

0018

Sounds: Intensity	004	001	001	001	004	005

1	*	Given two sounds of different volume, the student designates which is softer.
2		
3		
4		
5		
6		

0019

Sounds: Intensity	004	001	001	001	004	006

1	*	Given two sounds of different volume, the student designates which is louder.
2		
3		
4		
5		
6		

0020

Sounds: Pitch	005	001	001	001	004	007

1	*	Given two sounds of same or different pitch, the student says whether the pitches are the same or different.
2		
3		
4		
5		
6		

0021

Sounds: Pitch	005	001	001	001	004	008

1	*
2	
3	
4	
5	
6	

Given two sounds of same or different pitch, the student designates whether the pitches are the same or different.

0022

Sounds: Pitch	005	001	001	001	004	009

1	*
2	
3	
4	
5	
6	

Given two sounds of different pitch, the student designates which has the higher pitch.

0023

Sounds: Pitch	005	001	001	001	004	010

1	*
2	
3	
4	
5	
6	

Given two sounds of different pitch, the student designates which has the lower pitch.

0024

Sounds: Pitch	005	001	001	001	004	011

1	*
2	
3	
4	
5	
6	

Given two sounds of different pitch, the student says which has the higher pitch.

0025

Sounds: Pitch	005	001	001	001	004	012

1	*
2	
3	
4	
5	
6	

Given two sounds of different pitch, the student says which has the lower pitch.

0026

Sounds: Duration	006	001	001	001	004	013

1	*
2	
3	
4	
5	
6	

Given two sounds of different duration, the student designates which is longer.

0027

Sounds: Duration	006	001	001	001	004	014

1	*
2	
3	
4	
5	
6	

Given two sounds of different duration, the student designates which is shorter.

0028

Sounds: Duration	006	001	001	001	004	015

1	*
2	
3	
4	
5	
6	

Given two sounds of different duration, the student says which is shorter.

0029

Sounds: Duration	006	001	001	001	004	016

1	*
2	
3	
4	
5	
6	

Given two sounds of same or different duration, the student designates whether the durations are the same or different.

0030

Sounds: Duration	006	001	001	001	004	017

1	*
2	
3	
4	
5	
6	

Given two sounds of same or different duration, the student says whether the durations are the same or different.

0031

Sounds: Duration	006	001	001	001	004	018

1	*
2	
3	
4	
5	
6	

Given two sounds of different duration, the student says which is longer.

0032

1	
2	
3	
4	
5	
6	

Syllabication: Oral	007	001	001	001	005	001

1	*
2	*
3	
4	
5	
6	

Given a short, rhythmic, tapping sound pattern, the student taps the same pattern.

0033

Syllabication: Oral	007	001	001	001	005	003

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says the number of syllables.

0034

Syllabication: Oral	007	001	001	001	005	006

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says the word, emphasizing its individual syllables.

0035

Syllabication: Oral	007	001	001	001	005	007

1	*
2	*
3	
4	
5	
6	

Given orally a short, rhythmic, nonsense sound pattern (e.g. ba-mi-tal), the student repeats the pattern and says the number of syllables.

0036

Aural Series Repetition. Phrases	008	001	001	002	001	001

1	*
2	*
3	
4	
5	
6	

Given two or more letter sounds, the student repeats the sounds in the order of occurrence.

0037

Aural Series Repetition: Phrases	008	001	001	002	001	002

1	*
2	*
3	
4	
5	
6	

Given orally the names of two or more common objects, the student repeats the names in the order of occurrence.

0038

Aural Series Repetition: Phrases	008	001	001	002	001	003

1	*
2	*
3	
4	
5	
6	

Given orally two or more numbers, the student repeats them in the order of occurrence.

0039

Aural Series Repetition: Phrases	008	001	001	002	001	004

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student repeats them in the order of occurrence.

0040

Aural Series Repetition: Phrases | 008 | 001 | 001 | 002 | 001 | 005

1	*
2	*
3	
4	
5	
6	

Given orally two or more phrases, the student repeats the phrases in the order of occurrence.

0041 | D: 010

Oral Repetition: Aural Stimuli | 010 | 001 | 001 | 002 | 001 | 005

1	*
2	
3	
4	
5	
6	

Given orally two or more phrases, the student repeats the phrases in the order of occurrence.

0041 | D: 008

Aural Series Repetition: Phrases | 008 | 001 | 001 | 002 | 001 | 006

1	*
2	*
3	
4	
5	
6	

Given a short, rhythmic sound pattern (e.g. taps, beeps, bells), the student designates a visual representation (e.g. morse code:---. for dah dah dah dee) of it.

0042

1	
2	
3	
4	
5	
6	

Directions: Oral	009	001	001	002	002	001

1	*
2	*
3	
4	
5	
6	

Given orally a direction (e.g. Brush your hair.), the student repeats it.

0043 D: 258

Instructions in Sequence: Oral	258	001	001	002	002	001

1	
2	*
3	*
4	*
5	*
6	

Given orally a direction (e.g. Brush your hair.), the student repeats it.

0043 D: 009

Instructions in Sequence: Oral	258	001	001	002	002	002

1	
2	*
3	*
4	*
5	*
6	

Given orally two or more directions, the student orally answers questions (says) about the sequences of the directions. (e.g. Which do you do first, put on your coat or button it up?)

0044

Directions: Oral	009	001	001	002	002	003

1	*
2	*
3	
4	
5	
6	

Given orally a direction (e.g. Shut the door.), the student follows it.

0045

Instruction in Sequence: Oral	258	001	001	002	002	004

1	
2	*
3	*
4	*
5	*
6	

Given orally two or more directions, the student follows them in the order of occurrence.

0046

Directions: Oral	009	001	001	002	002	005

1	*
2	*
3	
4	
5	
6	

Given orally two or more directions, and given orally the same directions incomplete, the student says the missing part.

0047

Instructions in Sequence: Oral	258	001	001	002	002	006

1	
2	*
3	*
4	*
5	*
6	

Given orally two or more directions, the student repeats the directions in order of occurrence.

0048

Instructions in Sequence: Oral	251	001	001	002	002	007

1	
2	*
3	*
4	*
5	*
6	

Given a task (e.g. emptying the pencil sharpener), the student orally gives directions that will tell someone else how to perform that task in the correct sequence of acts.

0049

Rhyming Words	046	001	001	002	003	001

1	*
2	*
3	
4	
5	
6	

Given orally a rhyming couplet, the student says the rhyming words.

0050

Oral Repetition: Aural Stimuli	010	001	001	002	003	002

1	*
2	
3	
4	
5	
6	

Given orally a phrase and given orally the same phrase incomplete, the student says the missing word.

0051

Oral Repetition: Aural Stimuli	010	001	001	002	003	003

1	*
2	
3	
4	
5	
6	

Given orally a sentence and given orally the same sentence incomplete, the student says the missing word.

0052

1	
2	
3	
4	
5	
6	

Oral Repetition: Aural Stimuli	010	001	001	003	001	001

1	*
2	
3	
4	
5	
6	

Given orally two or more nonsense sound patterns (e.g. ba-mi-tal), the student says them.

0053

Oral Repetition: Aural Stimuli	010	001	001	003	001	002

1	*
2	
3	
4	
5	
6	

Given two or more words (e.g. to-do, pin-tin), the student says the phonemes that differentiate the words.

0054

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Oral Repetition: Aural Stimuli	010	001	001	003	002	001

1	*
2	
3	
4	
5	
6	

Given orally two or more words, the student repeats them.

0055

Oral Repetition: Aural Stimuli	010	001	001	003	002	002

1	*
2	
3	
4	
5	
6	

Given orally two or more phrases, the student repeats them.

0056

Oral Repetition: Aural Stimuli	010	001	001	003	002	003

1	*
2	
3	
4	
5	
6	

Given orally two or more sentences, the student repeats them.

0057

Oral Repetition: Aural Stimuli	010	001	001	003	002	004

1	*
2	
3	
4	
5	
6	

Given orally a rhyming couplet, the student repeats it.

0058

Oral Repetition: Intonation, Pitch, & Stress	011	001	001	003	003	001

1	*	Given orally two or more sentences, the student repeats them with the same intonation.
2		
3		
4		
5		
6		

0059

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Aural Comprehension: Titles, Ideas, Events	012	001	001	004	001	001

1	*
2	*
3	
4	
5	
6	

Given orally a selection, the student designates the main idea.

0060

Aural Comprehension: Titles, Ideas, Events	012	001	001	004	001	002

1	*
2	*
3	
4	
5	
6	

Given orally an untitled selection, the student says a title.

0061

Aural Comprehension: Titles, Ideas, Events	012	001	001	004	001	003

1	*
2	*
3	
4	
5	
6	

Given orally an untitled selection and given orally two or more possible titles, the student says the title that is most appropriate.

0062

Aural Comprehension: Titles, Ideas, Events	012	001	001	004	001	004

1	*
2	*
3	
4	
5	
6	

Given orally two or more events from a familiar story, the student says the title of the story.

0063

Aural Comprehension: Titles, Ideas, Events	012	001	001	004	001	005

1 * Given orally a selection, the student says the names of its main character(s).
2
3
4
5
6

0064

1
2
3
4
5
6

1
2
3
4
5
6

1
2
3
4
5
6

Aural Comprehension: Details	013	001	001	004	002	001

1	*
2	*
3	
4	
5	
6	

Given orally a selection and given orally a question about its content, the student says the answer.

0065

Aural Comprehension: Details	013	001	001	004	002	002

1	*
2	*
3	
4	
5	
6	

Given orally a sentence and given orally a question about its content, the student says the answer.

0066

	013		001			

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Aural Comprehension: Sequence of Events	014	001	001	004	003	001

1	*
2	*
3	
4	
5	
6	

Given orally a selection and given orally two or more main events in random order, the student says the events in the order of occurrence.

0067

Aural Comprehension: Sequence of Events	014	001	001	004	003	002

1	*
2	*
3	
4	
5	
6	

Given orally a selection and given orally two or more main events in random order, the student says whether or not the events are stated in the order of occurrence.

0068

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Aural Comprehension: Description	015	001	001	004	004	001

1	*
2	*
3	
4	
5	
6	

Given orally a sentence that describes an event (e.g. The firemen are going to a fire.), the student designates the picture of the event.

0069

Aural Comprehension: Description	015	001	001	004	004	002

1	*
2	*
3	
4	
5	
6	

Given orally a sentence that describes an object (e.g. This is something you brush your teeth with.), the student designates the picture of the object.

0070

Aural Comprehension: Oral Interpretation	016	001	001	004	004	003

1	*
2	*
3	
4	
5	
6	

Given orally a selection, the student says it in his own words.

0071

Aural Comprehension: Oral Interpretation	016	001	001	004	004	004

1	*
2	*
3	
4	
5	
6	

Given orally a poem, the student says it in his own words.

0072

Aural Comprehension: Description	015	001	001	004	004	006

1	*
2	*
3	
4	
5	
6	

Given orally a phrase that describes an event (e.g. going to a fire), the student designates the picture of the event.

0073

Aural Comprehension: Description	015	001	001	004	004	007

1	*
2	*
3	
4	
5	
6	

Given orally a phrase that describes an object (e.g. round and shiny), the student designates the picture of the object (e.g. a coin).

0074

Aural Comprehension: Description	015	001	001	004	004	008

1	*
2	*
3	
4	
5	
6	

Given orally a word that describes an event (e.g. happy), the student designates the picture of the event (e.g. birthday party).

0075

1	
2	
3	
4	
5	
6	

Aural Comprehension: Description	015	001	001	004	004	009

1	*
2	*
3	
4	
5	
6	

Given orally a word that describes an object (e.g. red), the student designates the picture of the object.

0076

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Aural Comprehension: Relationships	017	001	001	004	005	001

1	*
2	*
3	
4	
5	
6	

Given orally a selection and given orally two or more statements, the student says which statements are related to the selection.

0077

Aural Comprehension: Relationships	017	001	001	004	005	002

1	*
2	*
3	
4	
5	
6	

Given orally a selection and given orally two or more statements, the student says which statements are not related to the selection.

0078

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Aural Comprehension: Emotions	**018**	**001**	**001**	004	006	001

1	*
2	
3	
4	
5	
6	

Given orally a selection and given orally two or more names of different emotions (e.g. sadness, happiness), the student says the name of the emotion described in the selection.

0079 D: 019

Oral Vocabulary: Emotions	019	001	001	004	006	001

1	*
2	
3	
4	
5	
6	

Given orally a selection and given orally two or more names of different emotions (e.g. sadness, happiness), the student says the name of the emotion described in the selection.

0079 D: 018

Aural Comprehension: Emotions	018	001	001	004	006	002

1	*
2	
3	
4	
5	
6	

Given the name of an emotion (e.g. sadness), the student describes (says things about) it.

0080 D: 019

Oral Vocabulary: Emotions	019	001	001	004	006	002

1	*
2	
3	
4	
5	
6	

Given the name of an emotion (e.g. sadness), the student describes (says things about) it.

0080 D: 018

ORAL LANGUAGE

001 002

Aural Comprehension: Description	015	001	002	001	001	001

1	*
2	*
3	
4	
5	
6	

Given a picture of a common activity, the student says answers to questions designed to elicit responses describing the activity.

0081 D: 020

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	001

1	*
2	
3	
4	
5	
6	

Given a picture of a common activity, the student says answers to questions designed to elicit responses describing the activity.

0081 D: 015

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	002

1	*
2	
3	
4	
5	
6	

Given one or more pictures of common objects, the student says the names of the objects.

0082

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	003

1	*
2	
3	
4	
5	
6	

Given one or more pictures of common activities, the student says the name(s) of the activities.

0083

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	004

1	*	Given a common object, the student says its function.
2		
3		
4		
5		
6		

0084

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	005

1	*	Give a picture of a common object, the student says its function.
2		
3		
4		
5		
6		

0085

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	006

1	*	Given orally the function of a common object, the student says the name of the object.
2		
3		
4		
5		
6		

0086

Oral Vocabulary: Familiar Objects & Persons	019	001	002	001	001	007

1	*	Given a picture, the student says the names of all the activities and objects shown in the picture.
2		
3		
4		
5		
6		

0087

Oral Vocabulary: Familiar Objects & Persons	019	001	002	001	001	008

1	*
2	
3	
4	
5	
6	

Given orally a description of a common object, the student says the name of the object.

0088

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	009

1	*
2	
3	
4	
5	
6	

Given orally a description of a common activity, the student says the name of the activity.

0089

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	010

1	*
2	
3	
4	
5	
6	

Given orally a description of a person (e.g. This is a person who works with a doctor and takes care of you in a hospital.), the student says the name of the person (e.g. nurse).

0090

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	011

1	*
2	
3	
4	
5	
6	

Given orally the name of an object, the student designates the picture of the object.

0091

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	012

1	*
2	
3	
4	
5	
6	

Given orally a phrase, the student designates the picture described by the phrase.

0092

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	013

1	*
2	
3	
4	
5	
6	

Given a common object or its picture, the student says answers to questions designed to elicit responses describing the object.

0093

Oral Vocabulary: Familiar Objects & Persons	020	001	002	001	001	014

1	*
2	
3	
4	
5	
6	

Given orally the name of a common activity, the student designates the picture depicting the activity.

0094

1	
2	
3	
4	
5	
6	

Oral Vocabulary: Categories	025	001	002	001	002	001

1	*
2	
3	
4	
5	
6	

Given two or more common objects and given orally two or more categories, the student says in which category each object belongs. (E.g. VEGETABLE-ANIMAL ... which of these things are vegetables? Which are animals?)

0095

Oral Vocabulary: Categories	025	001	002	001	002	002

1	*
2	
3	
4	
5	
6	

Given two or more pictures of common objects and given orally two or more categories, the student says in which category each object belongs. (E.g. VEGETABLE-ANIMAL ... which of these things are vegetables? Which are animals?)

0096

Oral Vocabulary: Categories	025	001	002	001	002	003

1	*
2	
3	
4	
5	
6	

Given two or more common objects and given orally one category, the student says the names of those objects which are not in the category.

0097

Oral Vocabulary: Categories	025	001	002	001	002	004

1	*
2	
3	
4	
5	
6	

Given two or more pictures of common objects and given orally one category, the student says the names of those objects which are not in the category.

0098

Visual Discrimination: Objects	021	001	002	001	002	005

1	*
2	
3	
4	
5	
6	

Given two objects (or pictures of objects) which are the same except that a detail is missing from one, the student says what detail is missing.

0099

Visual Discrimination: Objects	021	001	002	001	002	006

1	*
2	
3	
4	
5	
6	

Given two objects (or pictures of objects) differing only in size, the student says how the objects differ.

0100

Visual Discrimination; Objects	021	001	002	001	002	007

1	*
2	
3	
4	
5	
6	

Given three or more objects (or pictures of objects) one of which differs from the others, the student points to the object which differs.

0101

Visual Discrimination: Objects	021	001	002	001	002	008

1	*
2	
3	
4	
5	
6	

Given three or more objects (or pictures of objects) which are the same except that one differs in detail, the student points to the object which differs.

0102

Visual Discrimination: Objects	021	001	002	001	002	009

1	*
2	
3	
4	
5	
6	

Given three or more objects (or pictures of the objects) which are the same except for the position of one (e.g. horizontal rather than vertical), the student points to the object in the different position.

0103

Picture Interpretation	022	001	002	001	002	010

1	*
2	
3	
4	
5	
6	

Given a picture and given orally two or more main ideas, the student says which is the main idea of the picture.

0104

Signs and Symbols: Interpretation	023	001	002	001	002	011

1	*
2	*
3	
4	
5	
6	

Given a common symbol (e.g. skull and crossbones, one-way sign), the student designates the meaning of the symbol.

0105

Signs and Symbols: Interpretation	023	001	002	001	002	012

1	*
2	*
3	
4	
5	
6	

Given a common symbol (e.g. skull and crossbones, one-way sign), the student says the meaning of the symbol.

0106

Aural Comprehension: Fact and Fantasy	024	001	002	001	002	013

1	*	Given orally a sentence, the student says whether it is fact or fantasy.
2		
3		
4		
5		
6		

0107

Aural Comprehension: Fact and Fantasy	024	001	002	001	002	014

1	*	Given a picture, the student says whether it depicts fact or fantasy.
2		
3		
4		
5		
6		

0108

Oral Vocabulary: Word Meanings	026	001	002	001	002	015

1	*	Given orally a word and given two or more pictures, the student designates the picture(s) that represents the word.
2		
3		
4		
5		
6		

0109

Oral Vocabulary: Word Meanings	026	001	002	001	002	016

1	*	Given orally a word and given orally two or more other words, the student says the word(s) which mean the same as the first word.
2		
3		
4		
5		
6		

0110

Oral Vocabulary: Word Meanings	026	001	002	001	002	01

1	*
2	
3	
4	
5	
6	

Given orally a word and given two or more objects, the student points to the object(s) that represents the concept expressed by the word. (E.g. VEGETABLE: pear-carrot-book)

0111

Picture Interpretation	022	001	002	001	002	018

1	*
2	
3	
4	
5	
6	

Given one or more pictures, the student tells a brief story about it (them).

0112

Signs and Symbols: Interpretation	023	001	002	001	002	019

1	*
2	*
3	
4	
5	
6	

Given a common symbol (e.g. skull and crossbones, one-way sign), and given orally two or more meanings, the student says the correct meaning of the symbol.

0113

Oral Vocabulary: Word Meanings	026	001	002	001	002	020

1	*
2	
3	
4	
5	
6	

Given orally a word, the student designates a picture which represents the word.

0114

Picture Interpretation	022	001	002	001	002	021

1	*	Given three or more pictures, the student designates the unrelated picture.
2	*	
3	*	
4	*	
5	*	
6	*	

0115

1
2
3
4
5
6

1
2
3
4
5
6

1
2
3
4
5
6

Oral Vocabulary: Emotions	019	001	002	001	003	001

1	*
2	
3	
4	
5	
6	

Given a picture of a person expressing an emotion, the student describes (says things about) the emotion.

0116

Oral Vocabulary: Personal Situations	027	001	002	001	003	002

1	*
2	
3	
4	
5	
6	

Given orally a real-life or hypothetical situation (e.g. going to the dentist, winning $100), the student says how he feels about it.

0117

Oral Vocabulary: Needs and Desires	028	001	002	001	003	003

1	*
2	
3	
4	
5	
6	

Given two or more common objects related to his desires (e.g. something to eat), the student points to his choice and says why he prefers it.

0118

Oral Vocabulary: Personal Situations	027	001	002	001	003	004

1	*
2	
3	
4	
5	
6	

Given orally a simple everyday problem (e.g. You go to the store, but forget what your mother wanted.), the student says how he would solve it.

0119

Oral Vocabulary: Needs and Desires	028	001	002	001	003	005

1	*
2	
3	
4	
5	
6	

Given orally the first part of a sentence about wishes, the student completes and says the sentence.

0120

Aural Comprehension: Cause and Effect	032	001	002	001	003	006

1	*
2	*
3	
4	
5	
6	

Given a picture of a person expressing an emotion, the student says what he thinks caused it.

0121

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Number Concepts	029	001	002	001	004	001

1	*
2	*
3	
4	
5	
6	

Given two or more objects, the student orally counts them using cardinal numerals.

0122

Number Concepts	029	001	002	001	004	002

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student counts to a specified number.

0123

Number Concepts	029	001	002	001	004	003

1	*
2	*
3	
4	
5	
6	

Given two or more objects, the student orally counts them using ordinal numerals.

0124

Number Concepts	029	001	002	001	004	004

1	*
2	
3	
4	
5	
6	

Given a numeral, the student says its name.

0125

Aural Comprehension: Comparisons	030	001	002	001	005	001

1	*
2	*
3	
4	
5	
6	

Given two similar pictures that differ in details, the student designates the differences.

0126

Aural Comprehensions: Comparisons	030	001	002	001	005	002

1	*
2	*
3	
4	
5	
6	

Given two similar pictures that differ in details, the student says the differences.

0127

Aural Comprehensions: Comparisons	030	001	002	001	005	003

1	*
2	*
3	
4	
5	
6	

Given orally a story, the student designates another possible ending to the story.

0128

Aural Comprehensions: Comparisons	030	001	002	001	005	004

1	*
2	*
3	
4	
5	
6	

Given orally a story, the student writes another possible ending to the story.

0129

Aural Comprehension: Comparisons	030	001	002	001	005	005

1	*
2	*
3	
4	
5	
6	

Given orally a problem situation and given orally two or more solutions to the problem, the student says his choice of the more effective solution and says the reasons for his choice.

0130

Aural Comprehension: Comparisons	030	001	002	001	005	006

1	*
2	*
3	
4	
5	
6	

Given orally two similar stories, the student designates their similarities and differences.

0131

Aural Comprehension: Comparisons	030	001	002	001	005	007

1	*
2	*
3	
4	
5	
6	

Given orally two similar stories, the student says their similarities and differences.

0132

1	
2	
3	
4	
5	
6	

Sequences of Events: Oral and Pictorial	031	001	002	001	006	001

1	*	Given two or more pictures of related events in random order, the student puts them in the order of occurrence.
2		
3		
4		
5		
6		

0133

Sequences of Events: Oral and Pictorial	031	001	002	001	006	002

1	*	Given instructions to do so, the student says a sequence of events in the order of occurrence.
2		
3		
4		
5		
6		

0134

Sequences of Events: Oral and Pictorial	031	001	002	001	006	003

1	*	Given orally a story, the student says the events of the story in the order of occurrence.
2		
3		
4		
5		
6		

0135

Sequences of Events: Oral and Pictorial	031	001	002	001	006	004

1	*	Given orally a story and given two or more pictures depicting events in the story, the student designates the pictures in the order of occurrence.
2		
3		
4		
5		
6		

0136

Aural Comprehension: Cause and Effect	032	001	002	001	007	001

1	*
2	*
3	
4	
5	
6	

Given orally a description of a specific act, the student says the most probable consequence.

0137

Aural Comprehension: Cause and Effect	032	001	002	001	007	002

1	*
2	*
3	-
4	
5	
6	

Given orally a description of a specific act and given orally two or more possible consequences, the student says the most probable consequence.

0138

Aural Comprehension: Cause and Effect	032	001	002	001	007	003

1	*
2	*
3	
4	
5	
6	

Given orally a description of a specific act, the student designates the most probable consequence.

0139

Aural Comprehension: Cause and Effect	032	001	002	001	007	004

1	*
2	*
3	
4	
5	
6	

Given orally a description of a situation, the student says the most probable consequence.

0140

Aural Comprehension: Cause and Effect	032	001	002	001	007	005

1	*
2	*
3	
4	
5	
6	

Given orally a description of a situation and given orally two or more possible consequences, the student says the most probable consequence.

0141

Aural Comprehension: Cause and Effect	032	001	002	001	007	006

1	*
2	*
3	
4	
5	
6	

Given orally a description of a situation, the student designates the most probable consequence.

0142

Aural Comprehension: Cause and Effect	032	001	002	001	007	007

1	*
2	*
3	
4	
5	
6	

Given orally a description of a situation, the student says the most probable cause of the situation.

0143

Aural Comprehension: Cause and Effect	032	001	002	001	007	008

1	*
2	*
3	
4	
5	
6	

Given orally a description of a situation and given orally two or more possible causes, the student says the most probable cause of the situation.

0144

Aural Comprehension: Comparisons	030	001	002	001	007	009

1	*
2	*
3	
4	
5	
6	

Given orally a selection without an ending, the student says an ending.

0145

Aural Comprehension: Comparisons	030	001	002	001	007	010

1	*
2	*
3	
4	
5	
6	

Given orally a selection without an ending and given orally two or more possible endings, the student says which ending is best.

0146

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Oral Vocabulary: New Words	033	001	002	001	008	001

1	*	Given orally a new word and given a picture of the word, the student says a sentence using the word.
2	*	
3		
4		
5		
6		

0147

Oral Vocabulary: New Words	033	001	002	001	008	002

1	*	Given orally a new word and given orally its definition, the student says a sentence using the new word.
2	*	
3		
4		
5		
6		

0148

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Verbal Expression: Oral	034	001	002	001	009	001

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student says a familiar story in his own words.

0149

Verbal Expression: Oral	034	001	002	001	009	002

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student tells a fantasy with himself as the central character.

0150

Verbal Expression: Oral	034	001	002	001	009	003

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student tells a personal experience.

0151

1	
2	
3	
4	
5	
6	

Consonant Sounds: Initial	035	001	002	002	001	001

1	*
2	*
3	
4	
5	
6	

Given orally two or more parts of words (phonograms), the student says which have the same initial sound and which do not.

0152

Consonant Digraph Sounds: Initial	036	001	002	002	001	002

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says if the initial consonant digraph sounds are the same or different.

0153

Consonant Sounds: Initial	035	001	002	002	001	003

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says their initial consonant sound.

0154

Consonant Digraph Sounds: Initial	036	001	002	002	001	004

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says the initial consonant digraph sound.

0155

Consonant Sounds: Initial	035	001	002	002	001	005

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those with the same initial consonant sound.

0156

Consonant Digraph Sounds: Initial	036	001	002	002	001	006

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those with the same initial consonant digraph sound.

0157

Consonant Sounds: Initial	035	001	002	002	001	007

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same initial consonant sound.

0158 D: 089

Consonants, Initial: Picture Stimuli	089	001	002	002	001	007

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same initial consonant sound.

0158 D: 035

Consonant Digraph Sounds: Initial	036	001	002	002	001	008

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same initial consonant digraph sound.

0159

Consonant Sounds: Initial	035	001	002	002	001	009

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the word with the different initial consonant sound.

0160

Consonant Sounds: Initial	035	001	002	002	001	010

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different initial consonant sound.

0161

Consonant Digraphs, Initial; Picture Stimuli	098	001	002	002	001	011

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different initial consonant digraph sound.

0162

Consonant Sounds: Initial	035	001	002	002	001	012

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same initial consonant sound.

0163

Consonant Digraph Sounds: Initial	036	001	002	002	001	013

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same initial consonant digraph sound.

0164

Consonant Digraph Sounds: Initial	036	001	002	002	001	014

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the word with the different initial consonant digraph sound.

0165

1	
2	
3	
4	
5	
6	

Consonant Sounds: Final	038	001	002	002	002	001

1	*
2	*
3	
4	
5	
6	

Given orally two words, the student says if the final consonant sounds are the same or different.

0166

Consonant Digraph Sounds: Final	037	001	002	002	002	002

1	*
2	*
3	
4	
5	
6	

Given orally two words, the student says if the final consonant digraph sounds are the same or different.

0167

Consonant Sounds: Final	038	001	002	002	002	003

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says their final consonant sound.

0168

Consonant Digraph Sounds: Final	037	001	002	002	002	004

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says their final consonant digraph sound.

0169

Consonant Sounds: Final	038	001	002	002	002	005

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same final consonant sound.

0170

Consonant Digraph Sounds: Final	037	001	002	002	002	006

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same final consonant digraph sound.

0171

Consonant Sounds: Final	038	001	002	002	002	007

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those with the same final consonant sound.

0172

Consonant Digraph Sounds: Final	037	001	002	002	002	008

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those with the same final consonant digraph sound.

0173

Consonant Digraph Sounds: Final	037	001	002	002	002	009

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different final consonant digraph sound.

0174

Consonant Sounds: Final	038	001	002	002	002	010

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different final consonant sound.

0175

Consonant Digraph Sounds: Final	037	001	002	002	002	011

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one with the different final consonant digraph sound.

0176

Consonant Sounds: Final	038	001	002	002	002	012

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one with the different final consonant sound.

0177

Consonant Digraph Sounds: Final	037	001	002	002	002	013

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same final consonant digraph sound.

0178

Consonant Sounds: Final	038	001	002	002	002	014

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same final consonant sound.

0179

Consonant Sound: Final	038	001	002	002	002	029

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student substitutes another final consonant sound and says the word formed.

0180

1	
2	
3	
4	
5	
6	

Consonant Digraph Sounds: Medial	039	001	002	002	003	001

1	*
2	*
3	
4	
5	
6	

Given orally two words, the student says whether their medial consonant digraph sounds are the same or different.

0181

Consonant Sounds: Medial	040	001	002	002	003	002

1	*
2	*
3	
4	
5	
6	

Given orally two words, the student says whether their medial consonant sounds are the same or different.

0182

Consonant Digraph Sounds: Medial	039	001	002	002	003	007

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says their medial consonant digraph sound.

0183

Consonant Sounds: Medial	040	001	002	002	003	008

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says their medial consonant sound.

0184

Consonant Sounds: Medial	040	001	002	002	003	009

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same medial consonant sound.

0185

Consonant Digraph Sounds: Medial	039	001	002	002	003	010

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same medial consonant digraph sound.

0186

Consonant Digraph Sounds: Medial	039	001	002	002	003	011

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those containing the same medial consonant digraph sound.

0187

Consonant Sounds: Medial	040	001	002	002	003	012

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those containing the same medial consonant sound.

0188

Consonant Digraph Sounds: Medial	039	001	002	002	003	013

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different medial consonant digraph sound.

0189

Consonant Sounds: Medial	040	001	002	002	003	014

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different medial consonant sound.

0190

Consonant Digraph Sounds: Medial	039	001	002	002	003	015

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one with the different medial consonant digraph sound.

0191

Consonant Sounds: Medial	040	001	002	002	003	016

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one with the different medial consonant sound.

0192

Consonant Digraph Sounds: Medial	039	001	002	002	003	017

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same medial consonant digraph sound.

0193

Consonant Sounds: Medial	040	001	002	002	003	018

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same medial consonant sound.

0194

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

2

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	001

1	*
2	*
3	
4	
5	
6	

Given orally a consonant sound and given orally words from a word list one at a time, the student says those words which have the given consonant sound in a specified position (e.g. initial, final, medial).

0195

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	002

1	*
2	*
3	
4	
5	
6	

Given orally a consonant digraph sound and given orally words from a word list one at a time, the student says those words which have the given consonant digraph sound in a specified position (e.g. initial, final, medial).

0196

Consonant Digraph Sounds: Initial	036	001	002	002	004	003

1	*
2	*
3	
4	
5	
6	

Given an initial consonant digraph sound, the student says a word beginning with that sound.

0197 D: 041

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	003

1	*
2	*
3	
4	
5	
6	

Given an initial consonant digraph sound, the student says a word beginning with that sound.

0197 D: 036

Consonant Sounds: Initial	035	001	002	002	004	004

1	*
2	*
3	
4	
5	
6	

Given an initial consonant sound, the student says a word beginning with that sound.

0198 D: 041

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	004

1	*
2	*
3	
4	
5	
6	

Given an initial consonant sound, the student says a word beginning with that sound.

0198 D: 035

Consonant Sounds: Medial	040	001	002	002	004	005

1	*
2	*
3	
4	
5	
6	

Given a medial consonant sound, the student says a word containing that sound in the medial position.

0199 D: 041

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	005

1	*
2	*
3	
4	
5	
6	

Given a medial consonant sound, the student says a word containing that sound in the medial position.

0199 D: 040

Consonant Digraph Sounds: Medial	039	001	002	002	004	006

1	*
2	*
3	
4	
5	
6	

Given a medial consonant digraph sound, the student says a word containing that sound in the medial position.

0200 D: 041

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	006

1	*
2	*
3	
4	
5	
6	

Given a medial consonant digraph sound, the student says a word containing that sound in the medial position.

0200 D: 039

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	007

1	*
2	*
3	
4	
5	
6	

Given orally a word containing a consonant digraph sound, the student designates the position of the consonant digraph sound in the word.

0201

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	008

1	*
2	*
3	
4	
5	
6	

Given orally a word containing a consonant sound, the student designates the position of the consonant sound in the word.

0202

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	009

1	*
2	*
3	
4	
5	
6	

Given orally a word with a consonant sound, the student says the position of the consonant sound in the word.

0203

Consonant/Consonant Digraph Sounds: Position	041	001	002	002	004	010

1	*
2	*
3	
4	
5	
6	

Given orally a word containing a consonant digraph sound, the student says the position of the consonant digraph sound in the word.

0204

Consonant Sounds: Final	038	001	002	002	004	011

1	*
2	*
3	
4	
5	
6	

Given a final consonant sound, the student says a word ending with that sound.

0205

Consonant Digraph Sounds: Final	037	001	002	002	004	012

1	*
2	*
3	
4	
5	
6	

Given a final consonant digraph sound, the student says a word ending with that sound.

0206

Vowel Sounds: Long	042	001	002	002	005	001

1	*
2	*
3	
4	
5	
6	

Given orally one or more pairs of words, the student says whether the long vowel sounds in each pair are the same or different.

0207

Vowel Sounds: Short	043	001	002	002	005	002

1	*
2	*
3	
4	
5	
6	

Given orally one or more pairs of words, the student says whether the short vowel sounds in each pair are the same or different.

0208

Vowel Digraph Sounds	044	001	002	002	005	003

1	*
2	*
3	
4	
5	
6	

Given orally one or more pairs of words, the student says whether the vowel digraph sounds in each pair are the same or different.

0209

Vowel Sounds: Same and Different	045	001	002	002	005	004

1	*
2	*
3	
4	
5	
6	

Given orally one or more pairs of words, the student says whether the vowel sounds in each pair are the same or different.

0210

Vowel Sounds: Long	042	001	002	002	005	005

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says the long vowel sound.

0211

Vowel Sounds: Short	043	001	002	002	005	006

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says the short vowel sound.

0212

Vowel Digraph Sounds	044	001	002	002	005	007

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says the vowel digraph sound.

0213

Vowel Sounds: Same and Different	045	001	002	002	005	008

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says the vowel sound.

0214

Vowel Sounds: Long	042	001	002	002	005	009

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those with the same long vowel sound.

0215

Vowel Sounds: Short	043	001	002	002	005	010

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those with the same short vowel sound.

0216

Vowel Digraph Sounds	044	001	002	002	005	011

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those with the same vowel digraph sound.

0217

Vowel Sounds: Same and Different	045	001	002	002	005	012

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those with the same vowel sound.

0218

Vowel Sounds: Long	042	001	002	002	005	013

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same long vowel sound.

0219

Vowel Sounds: Short	043	001	002	002	005	014

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same short vowel sound.

0220

Vowel Digraph Sounds	044	001	002	002	005	015

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same vowel digraph sound.

0221

Vowel Sounds: Same and Different	045	001	002	002	005	016

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those with the same vowel sound.

0222

Vowel Sounds: Long	042	001	002	002	005	017

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one with the different long vowel sound.

0223

Vowel Sounds: Short	043	001	002	002	005	018

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one with the different short vowel sound.

0224

Vowel Digraph Sounds	044	001	002	002	005	019

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one with the different vowel digraph sound.

0225

Vowel Sounds: Same and Different	045	001	002	002	005	020

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one with the different vowel sound.

0226

Vowel Sounds: Long	042	001	002	002	005	021

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different long vowel sound.

0227

Vowel Sounds: Short	043	001	002	002	005	022

1	*
2	*
3	
4	
5	
6	

Given three or more pictures, the student designates the one with the different initial short vowel sound.

0228

Vowel Digraph Sounds	044	001	002	002	005	023

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different initial vowel digraph sound.

0229

Vowel Sounds: Same and Different	045	001	002	002	005	024

1	*
2	*
3	
4	
5	
6	

Given three or more pictures of objects, the student designates the one with the different initial vowel sound.

0230

Vowel Sounds: Long	042	001	002	002	005	025

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same long vowel sound.

0231

Vowel Sounds: Short	043	001	002	002	005	026

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same short vowel sound.

0232

Vowel Digraph Sounds	044	001	002	002	005	027

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same vowel digraph sound.

0233

Vowel Sounds: Same and Different	045	001	002	002	005	028

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same vowel sound.

0234

Vowel Sounds: Same and Different	045	001	002	002	005	029

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student designates whether their medial vowel sounds are the same or different.

0235

Vowel Sounds: Same and Different	045	001	002	002	005	030

1	*
2	*
3	
4	
5	
6	

Given orally a word containing a vowel sound, the student substitutes another vowel sound and says the word formed.

0236

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Rhyming Words	046	001	002	002	006	001

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says those which rhyme.

0237

Rhyming Words	046	001	002	002	006	002

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student says the one word that does not rhyme.

0238

Rhyming Words	046	001	002	002	006	003

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says whether or not they rhyme.

0239

Rhyming Words	046	001	002	002	006	004

1	*
2	*
3	
4	
5	
6	

Given orally a rhyming couplet with a rhyming word missing and given orally two or more words, the student says the word which completes the rhyme.

0240

Rhyming Words	046	001	002	002	006	005

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word which rhymes.

0241

Rhyming Words	046	001	002	002	006	006

1	*
2	*
3	
4	
5	
6	

Given orally two or more rhyming words, the student says the rhyming sound.

0242

Rhyming Words	046	001	002	002	006	008

1	*
2	*
3	
4	
5	
6	

Given orally two lines of a poem, the student says whether or not the last words in each line rhyme.

0243

Rhyming Words	046	001	002	002	006	009

1	*
2	*
3	
4	
5	
6	

Given orally the names of three or more objects and given pictures of those objects, the student designates the pictures of objects with rhyming names.

0244

Rhyming Words	046	001	002	002	006	010

1	*
2	*
3	
4	
5	
6	

Given orally two or more rhyming words, the student designates a picture of an object whose name rhymes with the words.

0245

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Syntax: Oral	047	001	002	003	001	001

1	*
2	*
3	
4	
5	
6	

Given orally two simple sentences, alike except for one word, the student says the different word.

0246

Syntax: Oral	047	001	002	003	001	002

1	*
2	*
3	
4	
5	
6	

Given orally a simple sentence, the student substitutes one word for another of the same syntactical function and says the sentence formed.

0247

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Syntax: Oral	047	001	002	003	002	001

1	*
2	*
3	
4	
5	
6	

Given orally two sentences, alike except for two or more words, the student says the different words.

0248

Syntax: Oral	047	001	002	003	002	002

1	*
2	*
3	
4	
5	
6	

Given orally a sentence, the student substitutes two or more of its words with others of the same grammatical function. (E.g. I will see you at the store. I will see you on the bus.)

0249

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Complete Sentences: Oral	048	001	002	003	003	001

1	*
2	*
3	
4	
5	
6	

Given orally a sentence, the student says whether or not the sentence is complete.

0250

Complete Sentences: Oral	048	001	002	003	003	002

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student says one or more sentences using a past tense.

0251

Complete Sentences: Oral	048	001	002	003	003	004

1	*
2	*
3	
4	
5	
6	

Given a verb in present tense, the student says a sentence using the verb.

0252

Complete Sentences: Oral	048	001	002	003	003	005

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student says one or more sentences using a future tense.

0253

Compound Elements: Oral Substitution	049	001	002	003	004	001

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with a compound element (e.g., subject, predicate, object, modifier), the student substitutes another compound element grammatically the same, and says the sentence formed. (E.g. John and I are tall. The boys and girls are tall.)

0254

Compound Elements: Oral Substitution	049	001	002	003	004	002

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with a compound adjective, the student substitutes another compound adjective and says the sentence formed.

0255

Compound Elements: Oral Substitution	049	001	002	003	004	003

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with a compound subject, the student substitutes another compound subject and says the sentence formed.

0256

Compound Elements: Oral Substitution	049	001	002	003	004	004

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with a compound verb, the student substitutes another compound verb and says the sentence formed.

0257

Compound Elements: Oral Substitution	049	001	002	003	004	005

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with a compound adverb, the student substitutes another compound adverb and says the sentence formed.

0258

Compound Elements: Oral Substitution	049	001	002	003	004	006

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with a compound object, the student substitutes another compound object and says the sentence formed.

0259

Compound Elements: Oral Substitution	049	001	002	003	004	007

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with compound pronouns, the student substitutes another compound pronoun and says the sentence formed.

0260

Compound Elements: Use in Sentences	050	001	002	003	004	008

1	*
2	*
3	
4	
5	
6	

Given orally a compound subject, the student says a sentence which contains it.

0261

Compound Elements: Use in Sentences	050	001	002	003	004	009

1	*
2	*
3	
4	
5	
6	

Given orally a compound predicate verb, the student says a sentence which contains it.

0262

Compound Elements: Use in Sentences	050	001	002	003	004	010

1	*
2	*
3	
4	
5	
6	

Given orally a compound object, the student says a sentence which contains it.

0263

Compound Elements: Use in Sentences	050	001	002	003	004	011

1	*
2	*
3	
4	
5	
6	

Given orally a compound adverb, the student says a sentence which contains it.

0264

Compound Elements: Use in Sentences	050	001	002	003	004	012

1	*
2	*
3	
4	
5	
6	

Given orally a compound pronoun, the student says a sentence which contains it.

0265

Compound Elements: Use in Sentences	050	001	002	003	004	013

1	*
2	*
3	
4	
5	
6	

Given orally a compound adjective, the student says a sentence which contains it.

0266

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Subordinate Clauses and Conjunctions: Oral	051	001	002	003	005	001

1	*
2	*
3	
4	
5	
6	

Given orally a subordinate clause, the student says a sentence which contains it.

0267

Subordinate Clauses and Conjunctions: Oral	051	001	002	003	005	002

1	*
2	*
3	
4	
5	
6	

Given orally a sentence, the student adds a subordinate clause and says the sentence formed.

0268

Subordinate Clauses and Conjunctions: Oral	051	001	002	003	005	003

1	*
2	*
3	
4	
5	
6	

Given orally a sentence containing a subordinate clause, the student says the subordinate clause.

0269

Subordinate Clauses and Conjunctions: Oral	051	001	002	003	005	004

1	*
2	*
3	
4	
5	
6	

Given orally a sentence containing a subordinate conjunction, the student says the conjunction.

0270

Subordinate Clauses and Conjunctions: Oral	051	001	002	003	005	005

1	*
2	*
3	
4	
5	
6	

Given orally a subordinate conjunction, the student says a sentence which contains it.

0271

Compound Sentences: Oral	052	001	002	003	005	006

1	*
2	*
3	
4	
5	
6	

Given orally two simple sentences, the student says a compound sentence with a coordinating conjunction.

0272

Compound Sentences: Oral	052	001	002	003	005	007

1	*
2	*
3	
4	
5	
6	

Given orally a compound sentence, the student says the two simple sentences.

0273

Compound Sentences: Oral	052	001	002	003	005	008

1	*
2	*
3	
4	
5	
6	

Given orally a compound sentence, the student says the coordinating conjunction.

0274

Prepositions: Oral Usage	053	001	002	003	006	001

1	*
2	*
3	
4	
5	
6	

Given orally a preposition, the student says a sentence containing it.

0275

Prepositions: Oral Usage	053	001	002	003	006	002

1	*
2	*
3	
4	
5	
6	

Given orally a sentence, the student adds a prepositional phrase and says the sentence formed.

0276

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Determiners	054	001	002	003	007	001

1	*
2	*
3	
4	
5	
6	

Given orally two sentences, alike except for one or more determiners, the student says the determiners which differ.

0277

Determiners	054	001	002	003	007	002

1	*
2	*
3	
4	
5	
6	

Given orally two sentences, alike except for the determiners, the student says how the difference changes the meanings of the two sentences.

0278

Determiners	054	001	002	003	007	003

1	*
2	*
3	
4	
5	
6	

Given orally a determiner, the student says a sentence containing it.

0279

1	
2	
3	
4	
5	
6	

Auxiliary Words	055	001	002	003	008	001

1	*
2	*
3	
4	
5	
6	

Given orally two sentences alike except for the auxiliary verbs, the student says the different auxiliaries.

0280

Auxiliary Words	055	001	002	03	008	002

1	*
2	*
3	
4	
5	
6	

Given orally two sentences, alike except for the auxiliary verb, the student says how the meanings of the sentences differ.

0281

Auxiliary Words	055	001	002	003	008	003

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with an auxiliary verb, the student substitutes another auxiliary verb and says the sentence formed.

0282

Auxiliary Words	055	001	002	003	008	004

1	*
2	*
3	
4	
5	
6	

Given orally an auxiliary verb, the student says a sentence containing it.

0283

Sentence Types: Oral Transformations	056	001	002	003	009	001

1	*
2	*
3	
4	
5	
6	

Given orally sentences, the student says their types (e.g. declarative, interrogative, exclamatory, imperative).

0284

Sentence Types: Oral Transformations	056	001	002	003	009	002

1	*
2	*
3	
4	
5	
6	

Given orally a sentence, the student transforms it into a specified type (e.g. declarative, interrogative, exclamatory, imperative) and says the sentence formed.

0285

Sentence Types: Oral Transformations	056	001	002	003	009	003

1	*
2	*
3	
4	
5	
6	

Given orally a declarative sentence, the student transforms it into a question and says it.

0286

Sentence Types: Oral Transformations	056	001	002	003	009	004

1	*
2	*
3	
4	
5	
6	

Given orally a question, the student transforms it into a declarative sentence and says it.

0287

Plural and Singular	057	001	002	004	001	001

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says which are singular and which are plural.

0288

Plural and Singular	057	001	002	004	001	002

1	*
2	*
3	
4	
5	
6	

Given orally a singular word, the student says its plural.

0289

Plural and Singular	057	001	002	004	001	003

1	*
2	*
3	
4	
5	
6	

Given orally a plural word, the student says its singular.

0290

Plural and Singular	057	001	002	004	001	004

1	*
2	*
3	
4	
5	
6	

Given one or more objects (or pictures of objects), the student says their name(s) in both singular and plural forms.

0291

Plural and Singular	057	001	002	004	001	005

1	*
2	*
3	
4	
5	
6	

Given a picture of two or more objects which are the same, the student says the plural form of their name.

0292

Plural and Singular	057	001	002	004	001	006

1	*
2	*
3	
4	
5	
6	

Given two or more objects which are the same, the student says the plural form of their name.

0293

Plural and Singular	057	001	002	004	001	007

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with singular words, the student substitutes plural forms and says the sentence formed.

0294

Plural and Singular	057	001	002	004	001	008

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with one or more plural words, the student substitutes the singular form(s) of the word(s) and says the sentence formed.

0295

Verb Forms	058	001	002	004	002	001

1	*
2	*
3	
4	
5	
6	

Given orally a question, the student says an answer using a verb form that agrees with the subject in number.

0296

Verb Forms	058	001	002	004	002	002

1	*
2	*
3	
4	
5	
6	

Given orally a verb form, the student says a sentence with the verb form.

0297

Verb Forms	058	001	002	004	002	003

1	*
2	*
3	
4	
5	
6	

Given orally a verb form and given orally an incomplete sentence, the student completes the sentence with the correct form of the verb and says the sentence formed.

0298

1	
2	
3	
4	
5	
6	

Contractions	059	001	002	004	003	001

1	*
2	*
3	
4	
5	
6	

Given orally a contraction, the student says the two words that form it.

0299

Contractions	059	001	002	004	003	002

1	*
2	*
3	
4	
5	
6	

Given orally two words, the student says their contraction.

0300

Contractions	059	001	002	004	003	003

1	*
2	*
3	
4	
5	
6	

Given orally a contraction, the student says a sentence containing it.

0301

1	
2	
3	
4	
5	
6	

Compound Words	060	001	002	004	004	001

1	*
2	*
3	
4	
5	
6	

Given orally a compound word, the student says its two parts.

0302

Compound Words	060	001	002	004	004	002

1	*
2	*
3	
4	
5	
6	

Given orally two words, the student says the compound word formed from them.

0303

Compound Words	060	001	002	004	004	003

1	*
2	*
3	
4	
5	
6	

Given two pictures of objects, the student says a compound word formed from their names.

0304

Compound Words	060	001	002	004	004	004

1	*
2	*
3	
4	
5	
6	

Given orally a compound word, the student says a sentence containing it.

0305

Compound Words	060		001	002	004	004	005

1	*
2	*
3	
4	
5	
6	

Given orally two or more words, the student says which are compound words.

0306

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Positive, Comparative, Superlative	061	001	002	004	005	001

1	*
2	*
3	
4	
5	
6	

Given orally an adjective, the student says its comparative and superlative forms.

0307

Positive, Comparative, Superlative	061	001	002	004	005	002

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student says a sentence using the positive form of an adjective.

0308

Positive, Comparative, Superlative	061	001	002	004	005	003

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student says sentences with comparative forms.

0309

Positive, Comparative, Superlative	061	001	002	004	005	004

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student says sentences with superlative forms.

0310

Positive, Comparative, Superlative	061	001	002	004	005	005

1	*
2	*
3	
4	
5	
6	

Given orally an adjective, the student says its comparative form.

0311

Positive, Comparative, Superlative	061	001	002	004	005	006

1	*
2	*
3	
4	
5	
6	

Given orally an adjective, the student says its superlative form.

0312

Positive, Comparative, Superlative	061	001	002	004	005	007

1	*
2	*
3	
4	
5	
6	

Given orally a superlative form of an adjective, the student says its positive form.

0313

Positive, Comparative, Superlative	061	001	002	004	005	008

1	*
2	*
3	
4	
5	
6	

Given orally a superlative form of an adjective, the student says its positive and comparative forms.

0314

Positive, Comparative, Superlative	061	001	002	004	005	009

1	*
2	*
3	
4	
5	
6	

Given orally a superlative form of an adjective, the student says its comparative form.

0315

Positive, Comparative, Superlative	061	001	002	004	005	010

1	*
2	*
3	
4	
5	
6	

Given orally a comparative form of an adjective, the student says its positive form.

0316

Positive, Comparative, Superlative	061	001	002	004	005	011

1	*
2	*
3	
4	
5	
6	

Given orally a comparative form of an adjective, the student says its superlative form.

0317

Positive, Comparative, Superlative	061	001	002	004	005	012

1	*
2	*
3	
4	
5	
6	

Given orally a comparative form of an adjective, the student says its positive and superlative forms.

0318

Positive, Comparative, Superlative	061	001	002	004	005	013

1	*
2	*
3	
4	
5	
6	

Given orally a question with an adjective in it, the student says an answer using the adjective.

0319

Positive, Comparative, Superlative	061	001	002	004	005	014

1	*
2	*
3	
4	
5	
6	

Given orally a question with a comparative form of an adjective in it, the student says the answer using the comparative form of the adjective.

0320

Positive, Comparative, Superlative	061	001	002	004	005	015

1	*
2	*
3	
4	
5	
6	

Given orally a question with a superlative form of an adjective in it, the student says the answer using the superlative form of the adjective.

0321

1	
2	
3	
4	
5	
6	

Possessive Nouns	062	001	002	004	006	001

1	*
2	*
3	
4	
5	
6	

Given orally a phrase, the student says the possessive noun.

0322

Possessive Pronouns	063	001	002	004	006	002

1	*
2	*
3	
4	
5	
6	

Given orally a phrase, the student says the possessive pronoun.

0323

Possessive Nouns	062	001	002	004	006	003

1	*
2	*
3	
4	
5	
6	

Given orally a sentence, the student says the possessive noun.

0324

Possessive Pronouns	063	001	002	004	006	004

1	*
2	*
3	
4	
5	
6	

Given orally a sentence, the student says the possessive pronoun.

0325

Possessive Nouns	062	001	002	004	006	005

1	*
2	*
3	
4	
5	
6	

Given orally a possessive noun, the student says a sentence using it.

0326

Possessive Pronouns	063	001	002	004	006	006

1	*
2	*
3	
4	
5	
6	

Given orally a possessive pronoun, the student says a sentence using it.

0327

Possessive Nouns	062	001	002	004	006	007

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with a possessive noun, the student substitutes another possessive noun and says the sentence formed.

0328

Possessive Pronouns	063	001	002	004	006	008

1	*
2	*
3	
4	
5	
6	

Given orally a sentence with possessive pronouns, the student substitutes other possessive pronouns and says the sentence formed.

0329

Possessive Nouns	062	001	002	004	006	009

1	*
2	*
3	
4	
5	
6	

Given orally a phrase with a possessive noun, the student substitutes another possessive noun and says the phrase formed.

0330

Possessive Pronouns	063	001	002	004	006	010

1	*
2	*
3	
4	
5	
6	

Given orally a phrase with a possessive pronoun, the student substitutes another possessive pronoun and says the sentence formed.

0331

Possessive Pronouns	063	001	002	004	006	011

1	*
2	*
3	
4	
5	
6	

Given orally a question containing a possessive pronoun, the student says the answer using it.

0332

Possessive Nouns	062	001	002	004	006	012

1	*
2	*
3	
4	
5	
6	

Given orally a question containing a possessive noun, the student says an answer using it.

0333

Verb Agent	064	001	002	004	007	001

1	*
2	*
3	
4	
5	
6	

Given orally a verb, the student says the corresponding verb agent (e.g. bake-baker, race-racer).

0334

Verb Agent	064	001	002	004	007	002

1	*
2	*
3	
4	
5	
6	

Given orally a verb agent, the student says a sentence using it.

0335

Verb Agent	064	001	002	004	007	003

1	*
2	*
3	
4	
5	
6	

Given orally a sentence missing a verb agent, the student completes the sentence using the verb agent and says the sentence formed.

0336

1	
2	
3	
4	
5	
6	

Inflected Words	065	001	002	004	008	001

1	*
2	*
3	
4	
5	
6	

Given orally a word with its inflections, the student says the meanings of the inflected words. (e.g. shop, shopping
shops, shopped)

0337

Inflected Words	065	001	002	004	008	002

1	*
2	*
3	
4	
5	
6	

Given orally an inflected word, the student says a sentence using it.

0338

Inflected Words	065	001	002	004	008	003

1	*
2	*
3	
4	
5	
6	

Given orally an incomplete sentence, and given orally a verb, and given orally a specified inflection, the student completes the sentence using the verb with the specified inflection and says the sentence formed.

0339

1	
2	
3	
4	
5	
6	

BODY AWARENESS

001 003

Body Parts	066	001	003	001	001	000

1	*	Given orally the name of a body part, the **student points to it on** himself.
2		
3		
4		
5		
6		

0340

Body Parts	066	001	003	001	002	000

1	*	Given orally the name of a body part, the student points to it on someone else.
2		
3		
4		
5		
6		

0341

Body Parts	066	001	003	001	003	000

1	*	Given orally the name of a body part, the student points to it in a picture.
2		
3		
4		
5		
6		

0342

Body Parts	066	001	003	001	004	000

1	*	Given orally the name of a body part, the student designates it in a picture.
2		
3		
4		
5		
6		

0343

Body Parts	066	001	003	001	005	000

1	*
2	
3	
4	
5	
6	

Given a picture of a body part, the student says its name.

0344

Body Parts	066	001	003	001	006	000

1	*
2	
3	
4	
5	
6	

Given a picture of a body, the student says the name of a specified body part.

0345

Body Parts	066	001	003	001	007	000

1	*
2	
3	
4	
5	
6	

Given orally the name of a part of the body, the student says its function.

0346

Body Parts	066	001	003	001	008	000

1	*
2	
3	
4	
5	
6	

Given orally a description of a part of the body, the student says its name.

0347

Body Parts	066	001	003	001	009	000

1	*
2	
3	
4	
5	
6	

Given a picture with a missing body part, the student says the name of the missing part.

0348

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Position and Direction in Space	067	001	003	002	002	000

1	*
2	
3	
4	
5	
6	

Given orally a word representing spatial direction (left, right), the student points to an object in that direction.

0349

Position and Direction in Space	067	001	003	002	003	000

1	*
2	
3	
4	
5	
6	

Given orally a word representing spatial position (e.g. in, under, on, etc.), the student points to an object in that position.

0350

Position and Direction in Space	067	001	003	002	004	000

1	*
2	
3	
4	
5	
6	

Given orally the name of an object, the student says the direction of its location (e.g. to the left, to the right).

0351

Position and Direction in Space	067	001	003	002	005	000

1	*
2	
3	
4	
5	
6	

Given an object, the student says its position using appropriate prepositions (e.g. on, under, in).

0352

VISUAL SKILLS

001 004

Visual Discrimination	068	001	004	001	001	001

1	*	Given an object, the student points to a picture of it.
2		
3		
4		
5		
6		

0353

Visual Discrimination	068	001	004	001	001	002

1	*	Given three or more objects, the student designates the one which is different.
2		
3		
4		
5		
6		

0354

Visual Discrimination	068	001	004	001	001	003

1	*	Given three or more pictures of objects, the student designates one which is different.
2		
3		
4		
5		
6		

0355

Visual Discrimination	068	001	004	001	001	004

1	*	Given a geometric drawing figure on a background of competing stimuli, the student traces the figure.
2		
3		
4		
5		
6		

0356

Visual Discrimination	068	001	004	001	001	005

1	*
2	
3	
4	
5	
6	

Given a visual detail with a background of competing stimuli, the student designates the detail.

0357

Visual Discrimination	068	001	004	001	001	006

1	*
2	
3	
4	
5	
6	

Given three or more objects, the student points to those that are the same.

0358

Visual Discrimination	068	001	004	001	001	007

1	*
2	
3	
4	
5	
6	

Given three or more pictures of objects, the student designates those that are the same.

0359

Visual Discrimination	068	001	004	001	001	008

1	*
2	
3	
4	
5	
6	

Given complete and incomplete copies of the same picture, the student designates the missing parts.

0360

Visual Discrimination	068	001	004	001	001	009

1	*	Given an incomplete picture, the student designates the missing part(s).
2		
3		
4		
5		
6		

0361

Visual Discrimination	068	001	004	001	001	010

1	*	Given two pictures, the student designates the details which are different.
2		
3		
4		
5		
6		

0362

Letters, Words, Sentences: Allographs	069	001	004	001	001	011

1	*	Given a letter, the student designates the letter.
2	*	
3		
4		
5		
6		

0363

Letters, Words, Sentences: Allographs	069		004	001	001	013

1	*	Given a word, the student designates the word.
2	*	
3		
4		
5		
6		

0364

Letters, Words, Sentences: Allographs	069	001	004	001	001	015

1	*
2	*
3	
4	
5	
6	

Given a sentence, the student designates the sentence.

0365

Letters, Words, Sentences: Allographs	069	001	004	001	001	017

1	*
2	*
3	
4	
5	
6	

Given a letter combination, the student designates the letter combination.

0366

Letters, Words, Sentences: Allographs	069	001	004	001	001	018

1	*
2	*
3	
4	
5	
6	

Given a letter combination, the student designates a word with the letter combination.

0367

1	
2	
3	
4	
5	
6	

Flash Presentation of Visual Stimuli	070	001	004	001	002	001

1	*
2	
3	
4	
5	
6	

Given a flash presentation of a word, the student says it.

0368

Flash Presentation of Visual Stimuli	070	001	004	001	002	002

1	*
2	
3	
4	
5	
6	

Given a flash presentation of a letter, the student says its name.

0369

Flash Presentation of Visual Stimuli	070	001	004	001	002	003

1	*
2	
3	
4	
5	
6	

Given a flash presentation of an object, the student says its name.

0370

Flash Presentation of Visual Stimuli	070	001	004	001	002	004

1	*
2	
3	
4	
5	
6	

Given a flash presentation of a pair of objects, the student says whether they are the same or different.

0371

Flash Presentation of Visual Stimuli 070 001 004 001 002 005

1	*
2	
3	
4	
5	
6	

Given flash presentation of two or more pairs of letters, the student says whether each pair is the same or different.

0372

Flash Presentation of Visual Stimuli 070 001 004 001 002 006

1	*
2	
3	
4	
5	
6	

Given a flash presentation of an incomplete picture of an object, the student says the name of the object.

0373

Flash Presentation of Visual Stimuli 070 001 004 001 002 007

1	*
2	
3	
4	
5	
6	

Given a word in a timed flash presentation, the student designates the word.

0374

Flash Presentation of Visual Stimuli 070 001 004 001 002 009

1	*
2	
3	
4	
5	
6	

Given a word in a timed flash presentation, the student prints the word.

0375

Flash Presentation of Visual Stimuli	070	001	004	001	002	010

1	*	Given a word in a timed flash presentation, the student writes the word.
2		
3		
4		
5		
6		

0376

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Spatial Relations	071	001	004	001	003	001

1	*
2	
3	
4	
5	
6	

Given three or more geometrical figures variously rotated, the student designates the two that are the same.

0377

Spatial Relations	071	001	004	001	003	002

1	*
2	
3	
4	
5	
6	

Given three or more letters variously rotated, the student designates the two that are the same.

0378

Spatial Relations	071	001	004	001	003	003

1	*
2	
3	
4	
5	
6	

Given three or more objects seen from different perspectives, the student designates the two that are the same.

0379

1	
2	
3	
4	
5	
6	

Visual Memory	072	001	004	002	001	000

1	*
2	
3	
4	
5	
6	

Given an arrangement of objects which is then scrambled, the student re-creates (copies) the arrangement.

0380

Visual Memory	072	001	004	002	002	000

1	*
2	
3	
4	
5	
6	

Given an arrangement of objects which is then removed, the student re-creates (copies) the arrangement.

0381

Visual Memory	072	001	004	002	003	000

1	*
2	
3	
4	
5	
6	

Given two or more objects twice, with one object removed the second time, the student says the name of the object which was removed.

0382

Visual Memory	072	001	004	002	004	000

1	*
2	
3	
4	
5	
6	

Given one or more objects twice, with one object added the second time, the student says the name of the object which was added.

0383

Flash Presentation of Visual Stimuli	070	001	004	002	005	000

1	*	Given a flash presentation of an object, the student designates the same object (or a picture of the object) when it appears in a different context.
2		
3		
4		
5		
6		

0384 D: 072

Visual Memory	072	001	004	002	005	000

1	*	Given a flash presentation of an object, the student designates the same object (or a picture of the object) when it appears in a different context.
2		
3		
4		
5		
6		

0384 D: 070

Flash Presentation of Visual Stimuli	072	001	004	002	006	000

1	*	Given an object which is then hidden, the student describes (says things about) the object.
2		
3		
4		
5		
6		

0385

Flash Presentation of Visual Stimuli	072	001	004	002	007	000

1	*	Given a picture which is then hidden, the student describes (says things about) it.
2		
3		
4		
5		
6		

0386

Visualization Skills	073	001	004	003	001	000

1	*
2	
3	
4	
5	
6	

Given an object kinesthetically but not visually, the student says its name.

0387

Visualization Skills	073	001	004	003	002	000

1	*
2	
3	
4	
5	
6	

Given orally phrases describing an object, the student says its name.

0388

Visualization Skills	073	001	004	003	003	000

1	*
2	
3	
4	
5	
6	

Given a disassembled picture puzzle, the student assembles it.

0389

Visualization Skills	073	001	004	003	004	000

1	*
2	
3	
4	
5	
6	

Given a picture of part of an object, the student says the name of the object.

0390

COORDINATION SKILLS

001 005

Eye-Hand Coordination	074	001	005	001	001	000

1	*	Given a book, the student holds it in a correct position for reading or looking at pictures.
2		
3		
4		
5		
6		

0391

Eye-Hand Coordination	074	001	005	001	002	000

1	*	Given a book, the student turns the pages correctly.
2		
3		
4		
5		
6		

0392

Eye-Hand Coordination	074	001	005	001	003	000

1	*	Given two or more objects in a particular arrangement, the student orders another set of objects in the same arrangement.
2		
3		
4		
5		
6		

0393

Eye-Hand Coordination	074	001	005	001	004	000

1	*	Given a pencil, the student draws a simple picture (i.e. a line drawing).
2		
3		
4		
5		
6		

0394

Eye-Hand Coordination	074	001	005	001	005	000

1	*	Given a pencil and given a picture, the student copies the picture.
2		
3		
4		
5		
6		

0395

Eye-Hand Coordination	074	001	005	001	006	000

1	*	Given a picture and given one or more crayons, the student colors the picture.
2		
3		
4		
5		
6		

0396

Eye-Hand Coordination	074	001	005	001	007	000

1	*	Given orally a sequence of steps, the student manipulates an object in the sequence.
2		
3		
4		
5		
6		

0397

1	
2	
3	
4	
5	
6	

DECODING SKILLS

002

RECOGNIZE AND USE LETTERS OF THE ALPHABET

002 001

Manuscript Letters: Recognition	075	002	001	001	001	000

1	*
2	
3	
4	
5	
6	

Given an upper case manuscript letter, the student says the name of the letter.

0398

Manuscript Letters: Recognition	075	002	001	001	002	000

1	*
2	
3	
4	
5	
6	

Given an upper or lower case manuscript letter, the student says the name of the letter.

0399

Manuscript Letters: Recognition	075	002	001	001	003	000

1	*
2	
3	
4	
5	
6	

Given an upper case manuscript letter, the student points to the letter on a manuscript alphabet chart.

0400

Manuscript Letters: Case Correspondence	076	002	001	001	004	000

1	*
2	*
3	
4	
5	
6	

Given an upper case manuscript letter, the student points to its corresponding lower case form (in any context).

0401

Manuscript Letters: Case Correspondence	076	002	001	001	005	000

1	*
2	*
3	
4	
5	
6	

Given a manuscript letter, the student points to its corresponding upper or lower case form.

0402

Manuscript Letters: Case Correspondence	076	002	001	001	006	000

1	*
2	*
3	
4	
5	
6	

Given an upper or lower case manuscript letter, the student points to the letter on a manuscript alphabet chart.

0403

Manuscript Letters: Case Correspondence	076	002	001	001	007	000

1	*
2	*
3	
4	
5	
6	

Given a lower case manuscript letter, the student points to its corresponding upper case form (in any context).

0404

Manuscript Letters: Recognition	075	002	001	001	008	000

1	*
2	
3	
4	
5	
6	

Given three or more upper case manuscript letters, the student says which letters are the same and which are different.

0405

Manuscript Letters: Recognition	075	002	001	001	009	000

1	*
2	
3	
4	
5	
6	

Given two or more upper case manuscript letters, the student points to a letter that is named.

0406

Manuscript Letters: Recognition	075	002	001	001	010	000

1	*
2	
3	
4	
5	
6	

Given two or more lower case manuscript letters, the student points to a letter that is named.

0407

Manuscript Letters: Recognition	075	002	001	001	011	000

1	*
2	
3	
4	
5	
6	

Given two or more upper and lower case manuscript letters, the student points to a letter that is named.

0408

Manuscript Letters: Recognition	075	002	001	001	012	000

1	*
2	
3	
4	
5	
6	

Given two or more words in manuscript, the student points to a word(s) that begins with a specified letter.

0409

Manuscript Letters: Case Correspondence	076	002	001	001	013	000

1	*
2	*
3	
4	
5	
6	

Given a manuscript letter, the student says whether the letter is upper or lower case.

0410

Manuscript Letters: Recognition	075	002	001	001	014	000

1	*
2	
3	
4	
5	
6	

Given a word in manuscript, the student says the names of the letters in the word in the order of occurrence.

0411

Manuscript Letters: Recognition	075	002	001	001	015	000

1	*
2	
3	
4	
5	
6	

Given three or more lower case manuscript letters, the student says which are the same and which are different.

0412

Manuscript Letters: Recognition	075	002	001	001	016	000

1	*
2	
3	
4	
5	
6	

Given three or more upper and lower case manuscript letters, the student says which are the same letter.

0413

Manuscript Letters: Recognition	075	002	001	001	017	000

1	*
2	
3	
4	
5	
6	

Given a lower case manuscript letter, the student says the name of the letter.

0414

Manuscript Letters: Recognition	075	002	001	001	018	000

1	*
2	
3	
4	
5	
6	

Given orally the name of a letter, the student designates the manuscript letter named.

0415

Manuscript Letters: Recognition	075	002	001	001	023	000

1	*
2	
3	
4	
5	
6	

Given a lower case manuscript letter, the student points to the letter on a manuscript alphabet chart.

0416

1	
2	
3	
4	
5	
6	

Cursive Letters: Recognition	078	002	001	002	001	000

1	*
2	*
3	
4	
5	
6	

Given a lower case letter in cursive script, the student says its name.

0417

Manuscript-Cursive Correspondence	077	002	001	002	002	000

1	*
2	*
3	
4	
5	
6	

Given an upper case letter in cursive script, the student says its name.

0418 D: 078

Cursive Letters: Recognition	078	002	001	002	002	000

1	*
2	*
3	
4	
5	
6	

Given an upper case letter in cursive script, the student says its name.

0418 D: 077

Cursive Letters: Recognition	078	002	001	002	003	000

1	*
2	*
3	
4	
5	
6	

Given an upper or lower case letter in cursive script, the student says its name.

0419

Cursive Letters: Recognition	078	002	001	002	004	000

1	*
2	*
3	
4	
5	
6	

Given a lower case letter in cursive script, the student points to the letter on a cursive alphabet chart.

0420

Cursive Letters: Recognition	078	002	001	002	005	000

1	*
2	*
3	
4	
5	
6	

Given an upper case letter in cursive script, the student points to the letter on a cursive alphabet chart.

0421

Cursive Letters: Recognition	078	002	001	002	006	000

1	*
2	*
3	
4	
5	
6	

Given an upper or lower case letter in cursive script, the student points to it on a cursive alphabet chart.

0422

Cursive Letters: Recognition	078	002	001	002	007	000

1	*
2	*
3	
4	
5	
6	

Given two or more words in cursive script, the student points to the word(s) that begins with a specified letter.

0423

Cursive Letters: Case Correspondence	079	002	001	002	010	000

1	*
2	*
3	
4	
5	
6	

Given a lower case letter in cursive script, the student points to its corresponding upper case cursive form (in any context).

0424

Cursive Letters: Case Correspondence	079	002	001	002	011	000

1	*
2	*
3	
4	
5	
6	

Given an upper case letter in cursive script, the student points to its corresponding lower case form (in any context).

0425

Cursive Letters: Case Correspondence	079	002	001	002	012	000

1	*
2	*
3	
4	
5	
6	

Given an upper case letter in cursive script, the student points to its corresponding lower case cursive form.

0426

Cursive Letters: Recognition	078	002	001	002	013	000

1	*
2	*
3	
4	
5	
6	

Given three or more lower case letters in cursive script, the student says which are the same.

0427

Cursive Letters: Recognition	078	002	001	002	014	000

1	*
2	*
3	
4	
5	
6	

Given two or more upper case letters in cursive script, the student says which are the same.

0428

Cursive Letters: Recognition	078	002	001	002	015	000

1	*
2	*
3	
4	
5	
6	

Given three or more upper and lower case letters in cursive script, the student says which are the same.

0429

Cursive Letters: Recognition	078	002	001	002	017	000

1	*
2	*
3	
4	
5	
6	

Given two or more lower case letters in cursive script, the student points to the letter named.

0430

Cursive Letters: Recognition	078	002	001	002	018	000

1	*
2	*
3	
4	
5	
6	

Given two or more upper case manuscript letters, the student points to the letter named.

0431

Cursive Letters: Recognition	078	002	001	002	019	000

1	*
2	*
3	
4	
5	
6	

Given two or more upper and lower case letters in cursive script, the student points to the letter named.

0432

Cursive Letters: Recognition	078	002	001	002	020	000

1	*
2	*
3	
4	
5	
6	

Given a word in cursive script, the student says the name of the letters in the word in the order of occurrence.

0433

Manuscript-Cursive Correspondence	077	002	001	002	021	000

1	*
2	*
3	
4	
5	
6	

Given a manuscript letter, the student designates its cursive form.

0434

Manuscript-Cursive Correspondence	077	002	001	002	022	000

1	*
2	*
3	
4	
5	
6	

Given a letter in cursive script, the student designates its manuscript form.

0435

Manuscript-Cursive Correspondence	077	002	001	002	023	000

1	*
2	*
3	
4	
5	
6	

Given a manuscript letter, the student points to its cursive form (in any context).

0436

Manuscript-Cursive Correspondence	077	002	001	002	024	000

1	*
2	*
3	
4	
5	
6	

Given a letter in cursive script, the student points to its manuscript form.

0437

Manuscript-Cursive Correspondence	077	002	001	002	025	000

1	*
2	*
3	
4	
5	
6	

Given an upper or lower case letter in cursive script, the student says whether the letter is upper or lower case.

0438 D: 079

Cursive Letters: Case Correspondence	079	002	001	002	025	000

1	*
2	*
3	
4	
5	
6	

Given an upper or lower case letter in cursive script, the student says whether the letter is upper or lower case.

0438 D: 077

Alphabet Recitation	080	002	001	003	001	000

1	*
2	
3	
4	
5	
6	

Given instructions to do so, the student says the alphabet.

0439

Alphabet Recitation	080	002	001	003	002	000

1	*
2	
3	
4	
5	
6	

Given an alphabet chart, the student says the names of the letters in the order of occurrence.

0440

Alphabet: Manual Ordering	081	002	001	003	003	000

1	*
2	
3	
4	
5	
6	

Given all the letters of the alphabet in physical form (wood, plastic), the student puts them in alphabetical order.

0441

Alphabet: Manual Ordering	081	002	001	003	004	000

1	*
2	
3	
4	
5	
6	

Given two or more letters of the alphabet in physical form (wood, plastic), the student puts them in alphabetical order.

0442

Alphabet Recitation	080	002	001	003	005	000

1	*
2	
3	
4	
5	
6	

Given all the letters of the alphabet in random order, the student says the letters in alphabetical order.

0443 D: 081

Alphabet: Manual Ordering	081	002	001	003	005	000

1	*
2	
3	
4	
5	
6	

Given all the letters of the alphabet in random order, the student says the letters in alphabetical order.

0443 D: 080

Alphabet: Manual Ordering	081	002	001	003	006	000

1	*
2	
3	
4	
5	
6	

Given two or more letters in random order, the student says the name of the letters in alphabetical order.

0444

Alphabet: Manual Ordering	081	002	001	003	007	000

1	*
2	
3	
4	
5	
6	

Given orally the name of a letter, the student says the name of the letter that precedes it in the alphabet.

0445

Alphabet: Manual Ordering	081	002	001	003	008	000

1	*
2	
3	
4	
5	
6	

Given orally the name of a letter, the student says the name of the letter that follows it in the alphabet.

0446

Alphabet: Manual Ordering	081	002	001	003	009	000

1	*
2	
3	
4	
5	
6	

Given orally the name of a letter, the student designates the letter that follows it in the alphabet.

0447

Alphabet: Manual Ordering	081	002	001	003	010	000

1	*
2	
3	
4	
5	
6	

Given a letter, the student says the name of the letter that precedes it in the alphabet.

0448

Alphabet: Manual Ordering	081	002	001	003	011	000

1	*
2	
3	
4	
5	
6	

Given a letter, the student says the name of the letter that follows it in the alphabet.

0449

Alphabet: Manual Ordering	081	002	001	003	012	000

1	*
2	
3	
4	
5	
6	

Given a letter, the student designates the letter that precedes it in the alphabet.

0450

Alphabetizing Words I	082	002	001	003	013	000

1	*
2	*
3	
4	
5	
6	

Given two or more words, the student says them in alphabetical order.

0451 D: 083, 084

Alphabetizing Words II	083	002	001	003	013	000

1	*
2	*
3	
4	
5	
6	

Given two or more words, the student says them in alphabetical order.

0451 D: 082, 084

Alphabetizing Words III	084	002	001	003	013	000

1	*
2	
3	*
4	
5	
6	

Given two or more words, the student says them in alphabetical order.

0451 D: 082, 083

Alphabetizing Words I	082	002	001	003	014	000

1	*
2	*
3	
4	
5	
6	

Given two or more words, the student designates them in alphabetical order.

0452 D: 083, 084

Alphabetizing Words II	083	002	001	003	014	000

1	*
2	*
3	
4	
5	
6	

Given two or more words, the student designates them in alphabetical order.

0452 D: 082, 084

Alphabetizing Words III	084	002	001	003	014	000

1	*
2	*
3	
4	
5	
6	

Given two or more words, the student designates them in alphabetical order.

0452 D: 082, 083

Alphabetizing Words I	082	002	001	003	017	000

1	*
2	*
3	
4	
5	
6	

Given three or more words, the student designates the word that is not in alphabetical order.

0453 D: 083, 084

Alphabetizing Words II	083	002	001	003	017	000

1	*
2	*
3	
4	
5	
6	

Given three or more words, the student designates the word that is not in alphabetical order.

0453 D: 082, 084

Alphabetizing Words III	084	002	001	003	017	000

1	*
2	*
3	
4	
5	
6	

Given three or more words, the student designates the word that is not in alphabetical order.

0453 D: 082, 083

Alphabetizing Words I	082	002	001	003	018	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates the word that follows it in alphabetical order.

0454 D: 083, 084

Alphabetizing Words II	083	002	001	003	018	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates the word that follows it in alphabetical order.

0454 D: 082, 084

Alphabetizing Words III	084	002	001	003	018	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates the word that follows it in alphabetical order.

0454 D: 082, 083

Alphabet: Manual Ordering	081	002	001	003	020	000

1	*
2	
3	
4	
5	
6	

Given a letter, the student designates the letter that precedes it in the alphabet.

0455 D: 082, 083, 084

Alphabetizing Words I	082	002	001	003	020	000

1	*
2	*
3	
4	
5	
6	

Given a letter, the student designates the letter that precedes it in the alphabet.

0455 D: 081, 083, 084

Alphabetizing Words II	083	002	001	003	020	000

1	*
2	*
3	
4	
5	
6	

Given a letter, the student designates the letter that precedes it in the alphabet.

0455 D: 081, 082, 084

Alphabetizing Words III	084	002	001	003	020	000

1	*
2	*
3	
4	
5	
6	

Given a letter, the student designates the letter that precedes it in the alphabet.

0455 D: 081, 082, 083

Alphabet: Manual Ordering	081	002	001	003	021	000

1	*
2	
3	
4	
5	
6	

Given a letter, the student designates the letter that follows it in the alphabet.

0456 D: 082, 083, 084

Alphabetizing Words I	082	002	001	003	021	000

1	*
2	*
3	
4	
5	
6	

Given a letter, the student designates the letter that follows it in the alphabet.

0456 D: 081, 083, 084

Alphabetizing Words II	083	002	001	003	021	000

1	*
2	*
3	
4	
5	
6	

Given a letter, the student designates the letter that follows it in the alphabet.

0456 D: 081, 082, 084

Alphabetizing Words III	084	002	001	003	021	000

1	*
2	*
3	
4	
5	
6	

Given a letter, the student designates the letter that follows it in the alphabet.

0456 D: 081, 082, 083

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Consonant-Vowel Distinction	085	002	001	004	001	000

1	*
2	*
3	
4	
5	
6	

Given one or more words, the student designates the vowels in each word.

0457

Consonant-Vowel Distinction	085	002	001	004	002	000

1	*
2	*
3	
4	
5	
6	

Given one or more words, the student designates the consonants in each word.

0458

Consonant-Vowel Distinction	085	002	001	004	003	000

1	*
2	*
3	
4	
5	
6	

Given a manuscript alphabet chart, the student designates the consonants.

0459

Consonant-Vowel Distinction	085	002	001	004	004	000

1	*
2	*
3	
4	
5	
6	

Given a manuscript alphabet chart, the student designates the vowels.

0460

Consonant-Vowel Distinction	085	002	001	004	005	000

1	*
2	*
3	
4	
5	
6	

Given instructions to do so, the student says the vowels.

0461

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Manuscript Letters: Printing	086	002	001	005	001	000

1	*	Given a lower case manuscript letter, the student traces the letter.
2	*	
3		
4		
5		
6		

0462

Manuscript Letters: Printing	086	002	001	005	002	000

1	*	Given an upper case manuscript letter, the student traces the letter.
2	*	
3		
4		
5		
6		

0463

Manuscript Letters: Printing	086	002	001	005	003	000

1	*	Given an upper case manuscript letter, the student copies the letter.
2	*	
3		
4		
5		
6		

0464

Manuscript Letters: Printing	086	002	001	005	004	000

1	*	Given a lower case manuscript letter, the student copies the letter.
2	*	
3		
4		
5		
6		

0465

Manuscript Letters: Printing	086	002	001	005	005	000

1	*
2	*
3	
4	
5	
6	

Given an upper case manuscript letter, the student prints its lower case form.

0466

Manuscript Letters: Printing	086	002	001	005	006	000

1	*
2	*
3	
4	
5	
6	

Given a lower case manuscript letter, the student prints its upper case form.

0467

Manuscript Letters: Printing	086	002	001	005	007	000

1	*
2	*
3	
4	
5	
6	

Given orally the name of a letter, the student prints it in lower case.

0468

Manuscript Letters: Printing	086	002	001	005	008	000

1	*
2	*
3	
4	
5	
6	

Given orally the spelling of a familiar word, the student prints the word.

0469

Manuscript Letters: Printing	086	002	001	005	009	000

1	*
2	*
3	
4	
5	
6	

Given orally the name of a letter, the student prints it in upper case.

0470

Cursive Letters: Writing	087	002	001	005	010	000

1	*
2	*
3	
4	
5	
6	

Given one or more words in manuscript, the student writes them in cursive.

0471

Cursive Letters: Writing	087	002	001	005	011	000

1	*
2	*
3	
4	
5	
6	

Given one or more letters in cursive script, the student prints them.

0472

Cursive Letters: Writing	087	002	001	005	012	000

1	*
2	*
3	
4	
5	
6	

Given one or more letters in manuscript, the student writes them.

0473

Cursive Letters: Writing	087	002	001	005	013	000

1	*
2	*
3	
4	
5	
6	

Given orally the spelling of a familiar word, the student writes the word.

0474

Cursive Letters: Writing	087	002	001	005	014	000

1	*
2	*
3	
4	
5	
6	

Given orally the name of a letter, the student writes it in upper case.

0475

Cursive Letters: Writing	087	002	001	005	015	000

1	*
2	*
3	
4	
5	
6	

Given orally the name of a letter, the student writes it in lower case.

0476

Cursive Letters: Writing	087	002	001	005	016	000

1	*
2	*
3	
4	
5	
6	

Given an upper case letter in cursive script, the student writes its lower case form.

0477

Cursive Letters: Writing	087	002	001	005	017	000

1	*
2	*
3	
4	
5	
6	

Given a lower case letter in cursive script, the student writes its upper case form.

0478

Manuscript Letters: Printing	086	002	001	005	018	000

1	*
2	*
3	
4	
5	
6	

Given one or more words in cursive script, the student prints them.

0479

Cursive Letters: Writing	087	002	001	005	019	000

1	*
2	*
3	
4	
5	
6	

Given a letter in upper or lower case cursive script, the student copies the letter.

0480

Manuscript Letters: Printing	086	002	001	005	031	000

1	*
2	
3	
4	
5	
6	

Given a word in manuscript, the student copies the word.

0481

Manuscript Letters: Printing	086	002	001	005	037	000

1	*	Given instructions to do so, the student prints his own name.
2	*	
3		
4		
5		
6		

0482

Cursive Letters: Writing	087	002	001	005	038	000

1	*	Given instructions to do so, the student writes his own name.
2	*	
3		
4		
5		
6		

0483

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

RECOGNIZE SOUND-SYMBOL/SYMBOL-SOUND RELATIONSHIPS

002 002

Consonants, Initial: Substitution	088	002	002	001	001	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same initial consonant.

0484

Consonants, Initial: Substitution	088	002	002	001	002	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says its initial consonant.

0485

Consonants, Initial: Substitution	088	002	002	001	003	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates its initial consonant.

0486

Consonants, Initial: Substitution	088	002	002	001	004	000

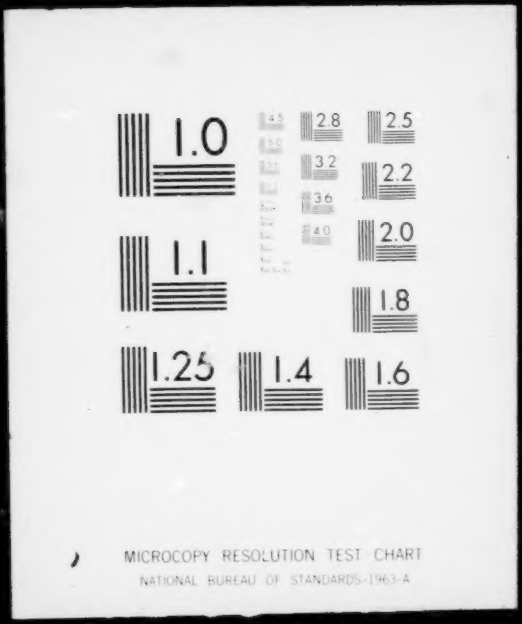
1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates another word with the same initial consonant sound.

0487

3 OF 7

ED 082 149


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Consonants, Initial: Substitution	088	002	002	001	005	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student substitutes an initial consonant and says the word formed.

0488

Consonants, Initial: Substitution	088	002	002	001	006	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student substitutes an initial consonant and says the word formed.

0489

Consonants, Initial	090	002	002	001	007	000

1	*
2	*
3	
4	
5	
6	

Given a consonant sound, the student says a word beginning with the consonant sound.

0490

Consonants, Initial: Picture Stimuli	089	002	002	001	008	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student says the name of the initial consonant of the name of the object.

0491

3

Consonants, Initial: Picture Stimuli	089	002	002	001	009	000

1	*
2	*
3	
4	
5	
6	

Given a consonant and given two or more pictures of objects, the student points to the object whose name begins with the consonant.

0492

Consonants, Initial: Picture Stimuli	089	002	002	001	010	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the initial consonant of the name of the object.

0493

Consonants, Initial: Picture Stimuli	089	002	002	001	011	000

1	*
2	*
3	
4	
5	
6	

Given a consonant and given two or more pictures of objects, the student designates the object whose name begins with the consonant.

0494

Consonants, Initial	090	002	002	001	012	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its initial consonant.

0495

Consonants, Initial	090	002	002	001	013	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says its initial consonant.

0496

Consonants, Initial	090	002	002	001	014	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same initial consonant.

0497

Consonants, Initial	090	002	002	001	015	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same initial consonant.

0498

Consonants, Initial	090	002	002	001	016	000

1	*
2	*
3	
4	
5	
6	

Given a consonant sound, the student designates a word beginning with the consonant sound.

0499

Consonant Sounds: Initial	035	002	002	001	018	000

1	*
2	*
3	
4	
5	
6	

Given orally and visually a word, the student designates its initial consonant.

0500 D: 090

Consonants, Initial	090	002	002	001	018	000

1	*
2	*
3	
4	
5	
6	

Given orally and visually a word, the student designates its initial consonant.

0500 D: 035

Consonants, Initial	090	002	002	001	021	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates that word in a list of words differing only in their initial consonants.

0501

Consonants, Initial	090	002	002	001	023	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the initial consonant of the name of the object.

0502

Consonants, Initial	090	002	002	001	024	000

1	*
2	*
3	
4	
5	
6	

Given a picture and given an incomplete word, the student writes the initial consonant that completes the word.

0503 D: 106

Consonants: Word Completion	106	002	002	001	024	000

1	*
2	*
3	
4	
5	
6	

Given a picture and given an incomplete word, the student writes the initial consonant that completes the word.

D: 090

0503

Consonants, Initial	090	002	002	001	025	000

1	*
2	*
3	
4	
5	
6	

Given orally two or more words with the same initial consonant(s) and given orally and visually another word, the student designates whether the initial consonant(s) of all the words is the same.

0504

Consonants, Initial: Picture Stimuli	089	002	002	001	026	000

1	*
2	*
3	
4	
5	
6	

Given an initial consonant and given a picture of an object, the student designates whether or not the consonant is the initial consonant of the name of the object.

0505

Consonants, Initial	090	002	002	001	029	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given two or more words differing only in their initial consonants, the student designates the word which is the name of the object.

0506

Consonants, Initial	090	002	002	001	030	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence and given the initial consonant of the missing word, the student designates the letters which complete the word.

0507

Consonants: Word Completion	106	002	002	001	030	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence and given the initial consonant of the missing word, the student designates the letters which complete the word.

0507 D: 090

Consonants, Initial	090	002	002	001	031	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence and given two or more words differing only in their initial consonants, the student designates the word which best completes the sentence.

0508 D: 106

Consonants: Word Completion	106	002	002	001	031	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence and given two or more words differing only in their initial consonants, the student designates the word which best completes the sentence.

0508 D: 090

Consonants, Initial	090	022	002	001	032	000

1	*
2	*
3	
4	
5	
6	

Given a consonant and given two or more letter combinations, the student writes words by combining the consonant and the letter combinations and using the consonant as the initial letter in each word.

0509

Consonants, Initial	090	002	002	001	033	000

1	*
2	*
3	
4	
5	
6	

Given two or more words, the student designates the word(s) with initial consonant(s).

0510

Consonants, Initial	090	002	002	001	035	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student designates its missing initial consonant.

0511 D: 106

Consonants: Word Completion	106	002	002	001	035	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student designates its missing initial consonant.

0511 D: 090

Consonants, Initial	090	002	002	001	037	000

1	*
2	*
3	
4	
5	
6	

Given two incomplete words, the student designates one initial consonant which completes both words.

0512 D: 106

Consonants: Word Completion	106	002	002	001	037	000

1	*
2	*
3	
4	
5	
6	

Given two incomplete words, the student designates one initial consonant which completes both words.

0512 D: 090

Consonants, Initial: Picture Stimuli	089	002	002	001	039	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the initial consonant of the name of the object.

0513

Consonants, Initial	090	002	002	001	040	000

1 *
2 *
3
4
5
6

Given orally two or more words, the student designates one or more words with the same initial consonant sound.

0514

1
2
3
4
5
6

1
2
3
4
5
6

1
2
3
4
5
6

Consonants, Final: Substitution	091	002	002	002	001	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same final consonant.

0515

Consonants, Final: Substitution	091	002	002	002	002	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the name of its final consonant.

0516 D: 093

Consonants, Final	093	002	002	002	002	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the name of its final consonant.

0516 D: 091

Consonants, Final: Substitution	091	002	002	002	003	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates its final consonant.

0517

Consonants, Final: Substitution	091	002	002	002	004	000

1	*	Given orally a word, the student designates another word with the same final consonant.
2	*	
3		
4		
5		
6		

0518

Consonants, Final: Substitution	091	002	002	002	005	000

1	*	Given a word and given orally a final consonant, the student substitutes the final consonant and says the word formed.
2	*	
3		
4		
5		
6		

0519

Consonants, Final: Substitution	091	002	002	002	006	000

1	*	Given orally a word, the student substitutes a final consonant and says the word formed.
2	*	
3		
4		
5		
6		

0520

Consonants, Final: Substitution	091	002	002	002	007	000

1	*	Given a consonant sound, the student says a word ending with it.
2	*	
3		
4		
5		
6		

0521 D: 093

Consonants, Final 093 002 002 002 007 000

1	*	Given a consonant sound, the student says a word ending with it.
2	*	
3		
4		
5		
6		

0521 D: 091

Consonants, Final: Picture Stimuli 092 002 002 002 008 000

1	*	Given a picture of an object, the student says the final consonant of the name of the object.
2	*	
3		
4		
5		
6		

0522

Consonants, Final: Picture Stimuli 092 002 002 002 009 000

1	*	Given a consonant and given two or more pictures of objects, the student points to the object whose name ends with the consonant.
2	*	
3		
4		
5		
6		

0523

Consonants, Final: Picture Stimuli 092 002 002 002 010 000

1	*	Given a picture of an object, the student designates the final consonant of the name of the object.
2	*	
3		
4		
5		
6		

0524

Consonants, Final: Picture Stimuli	092	002	002	002	011	000

1	*
2	*
3	
4	
5	
6	

Given a consonant and given two or more pictures of objects, the student designates the object whose name ends with the consonant.

0525

Consonants, Final	093	002	002	002	012	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its final consonant.

0526

Consonants, Final	093	002	002	002	014	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same final consonant.

0527

Consonants, Final	093	002	002	002	015	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same final consonant.

0528

Consonants, Final	093	002	002	002	016	000

1	*
2	*
3	
4	
5	
6	

Given a consonant sound, the student designates a word ending with the consonant sound.

0529

Consonants, Final	093	002	002	002	020	000

1	*
2	*
3	
4	
5	
6	

Given orally two or more words with the same final consonant(s) and given orally and visually another word, the student designates whether the final consonant(s) of all the words is the same.

0530

Consonants, Final	093	002	002	002	022	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates the word in a list of words differing only in their final consonant.

0531

Consonants, Final: Picture Stimuli	092	002	002	002	023	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given a consonant, the student designates whether or not the name of the object ends with the consonant.

0532

Consonants, Final: Picture Stimuli	092	002	002	002	024	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given orally the name of the object, the student designates the final consonant in the name of the object.

0533

Consonant Sounds: Final	038	002	002	002	025	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the final consonant of the name of the object.

0534

Consonant Sounds: Final	038	002	002	002	026	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given two or more words differing only in their final consonants, the student designates the word which is the name of the object.

0535

Consonant Sounds: Final	038	002	002	002	029	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student designates the final consonant of the word.

0536 D: 106

Consonants: Word Completion	106	002	002	002	029	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student designates the final consonant of the word.

0536

D: 038

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Consonants, Medial: Substitution 094

002 002 003 001 000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same medial consonant.

0537

Consonants, Medial: Substitution 094

002 002 003 002 000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its medial consonant.

0538

Consonants, Medial: Substitution 094

002 002 003 003 000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says its medial consonant.

0539

Consonants, Medial: Substitution 094

002 002 003 004 000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates another word with the same medial consonant.

0540

Consonants, Medial: Substitution	094	002	002	003	005	000

1	*
2	*
3	
4	
5	
6	

Given orally a word and given orally a medial consonant, the student substitutes the medial consonant and says the word formed.

0541

Consonants, Medial: Substitution	094	002	002	003	006	000

1	*
2	*
3	
4	
5	
6	

Given a word and given a medial consonant, the student substitutes the medial consonant and says the word formed.

0542

Consonants, Medial: Picture Stimuli	095	002	002	003	007	000

1	*
2	*
3	
4	
5	
6	

Given a consonant sound, the student says a word with the consonant sound in the medial position.

0543

Consonants, Medial: Picture Stimuli	095	002	002	003	008	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student says the medial consonant in the name of the object.

0544

Consonants, Medial: Picture Stimuli	095	002	002	003	009	000

1	*
2	*
3	
4	
5	
6	

Given orally a consonant, the student points to the picture of an object whose name has the consonant in the medial position.

0545

Consonants, Medial: Picture Stimuli	095	002	002	003	010	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the medial consonant in the name of the object.

0546

Consonants, Medial: Picture Stimuli	095	002	002	003	011	000

1	*
2	*
3	
4	
5	
6	

Given a consonant, the student designates the picture of the object whose name has the consonant in the medial position.

0547

Consonants Medial	096	002	002	003	013	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says its medial consonant.

0548

Consonants, Medial | 096 | 002 | 002 | 003 | 014 | 000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same medial consonant.

0549

Consonants, Medial | 096 | 002 | 003 | 003 | 015 |

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same medial consonant.

0550

Consonants, Medial | 096 | 002 | 002 | 003 | 016 | 000

1	*
2	*
3	
4	
5	
6	

Given a consonant sound, the student designates the word with the consonant sound in the medial position

0551

Consonants, Medial | 096 | 002 | 002 | 003 | 017 | 000

1	*
2	*
3	
4	
5	
6	

Given two or more words, the student designates the word with a medial consonant.

0552

Consonants, Medial: Picture Stimuli	095	002	002	003	020	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the medial consonant in the name of the object.

0553

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Consonant Digraphs, Initial: Substitution	097	002	002	004	001	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same initial consonant digraph.

0554

Consonant Digraphs, Initial: Substitution	097	002	002	004	002	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says the letters of its initial consonant digraph.

0555

Consonant Digraphs, Initial: Substitution	097	002	002	004	003	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates its initial consonant digraph.

0556

Consonant Digraphs, Initial: Substitution	097	002	002	004	004	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates another word with the same initial consonant digraph.

0557

Consonant Digraphs, Initial: Substitution	097	002	002	004	005	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student substitutes its initial consonant digraph and says the word formed.

0558

Consonant Digraphs, Initial: Substitution	097	002	002	004	006	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student substitutes its initial consonant digraph and says the word formed.

0559

Consonant Digraphs, Initial	099	002	002	004	007	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph sound, the student says a word beginning with the consonant digraph sound.

0560

Consonant Digraphs, Initial: Picture Stimuli	098	002	002	004	008	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student says the names of the letters of the initial consonant digraph in the name of the object.

0561

Consonant Digraphs, Initial: Picture Stimuli	098	002	002	004	009	000

1	*
2	*
3	
4	
5	
6	

Given orally the letters of a consonant digraph and given two or more pictures of objects, the student points to the object whose name begins with the consonant digraph.

0562

Consonant Digraphs, Initial: Picture Stimuli	098	002	002	004	010	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the initial consonant digraph in the name of the object.

0563

Consonant Digraphs, Initial: Picture Stimuli	098	002	002	004	011	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student designates the picture of the object whose name begins with the consonant digraph.

0564

Consonant Digraphs, Initial	099	002	002	004	012	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its initial consonant digraph.

0565

Consonant Digraphs, Initial	099	002	002	004	013	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the letters of its initial consonant digraph.

0566

Consonant Digraphs, Initial	099	002	002	004	014	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same initial consonant digraph.

0567

Consonant Digraphs, Initial	099	002	002	004	015	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same initial consonant digraph.

0568

Consonant Digraphs, Initial	099	002	002	004	016	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph sound, the student designates a word beginning with the consonant digraph sound.

0569

Consonant Digraphs, Initial	099	002	002	004	017	000

1	*
2	*
3	
4	
5	
6	

Given an initial consonant digraph and given two or more letter combinations, the student writes words by combining the initial consonant digraph and the letter combinations.

0570

Consonant Digraphs, Initial	099	002	002	004	021	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph and given the picture of an object, the student designates whether or not the name of the object begins with the consonant digraph.

0571

Consonant Digraphs, Initial	099	002	002	004	023	000

1	*
2	*
3	
4	
5	
6	

Given the picture of an object and given two or more words differing only in their initial consonant digraphs, the student designates the word which is the name of the object.

0572

Consonant Digraphs, Initial: Picture Stimuli	098	002	002	004	024	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the initial consonant digraph of the name of the object.

0573

Consonant Digraphs: Word Completion	10	002	002	004	025	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing initial consonant digraph.

0574

Consonant Digraphs: Word Completion	107	002	002	004	026	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student designates the initial consonant digraph which completes the word.

0575

Consonant Digraphs: Word Completion	107	002	002	004	028	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence and given the initial consonant digraph of the missing word, the student designates the letters which complete the word.

0576

Consonant Digraphs: Word Completion	107	002	002	004	029	000

1	*
2	*
3	
4	
5	
6	

Given two incomplete words, the student designates one initial consonant digraph which completes both words.

0577

Consonant Digraphs: Word Completion	107	002	002	004	031	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence and given two or more words differing only in their initial consonant digraphs, the student designates the word that best completes the sentence.

0578

Consonant Digraphs, Initial	099	002	002	004	032	000

1	*
2	*
3	
4	
5	
6	

Given orally and visually a word, the student designates its initial consonant digraph.

0579

Consonant Digraphs, Initial	099	002	002	004	034	000

1	*
2	*
3	
4	
5	
6	

Given orally two or more words with the same initial consonant digraph and given orally and visually another word, the student designates whether the initial consonant digraph of all the words is the same.

0580

Consonant Digraphs, Initial: Picture Stimuli	098	002	002	004	037	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given orally its name, the student designates its initial consonant digraph.

0581

Consonant Digraphs, Initial	099	002	002	004	039	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the initial consonant digraph of the name of the object.

0582

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Consonant Digraphs, Final: Substitution 100 002 002 005 001 000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same final consonant digraph.

0583

Consonant Digraphs, Final: Substitution 100 002 002 005 002 000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says the names of the letters in its final consonant digraph.

0584

Consonant Digraphs, Final: Substitution 100 002 002 005 003 000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates its final consonant digraph.

0585

Consonant Digraphs, Final: Substitution 100 002 002 005 004 000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates another word with the same final consonant digraph.

0586

Consonant Digraphs, Final: Substitution	100	002	002	005	005	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student substitutes a final consonant digraph and says the word formed.

0587

Consonant Digraphs, Final: Substitution	100	002	002	005	006	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student substitutes a final consonant digraph and says the word formed.

0588

Consonant Digraphs, Final: Substitution	100	002	002	005	007	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student says a word ending with the same consonant digraph.

0589 D: 102

Consonant Digraphs, Final	102	002	002	005	007	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student says a word ending with the same consonant digraph.

0589 D: 100

Consonant Digraphs, Final: Substitution	100	002	002	005	008	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student says the names of the letters of the final consonant digraph in the name of the object.

0590

Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	009	000

1	*
2	*
3	
4	
5	
6	

Given orally the names of the letters of a consonant digraph, the student points to the picture of the object whose name ends with the consonant digraph.

0591

Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	010	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the final consonant digraph of the name of the object.

0592

Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	011	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student designates the picture of the object whose name ends with the consonant digraph.

0593

Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	012	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its final consonant digraph.

0594 D: 102

Consonant Digraphs, Final	102	002	002	005	012	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its final consonant digraph.

0594 D: 101

Consonant Digraphs, Final	102	002	002	005	013	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the names of the letters in the final consonant digraph.

0595

Consonant Digraphs, Final	102	002	002	005	014	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same final consonant digraph.

0596

Consonant Digraphs, Final	102	002	002	005	015	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same final consonant digraph.

0597

Consonant Digraphs, Final	102	002	002	005	016	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student designates a word ending with the same consonant digraph.

0598

Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	018	000

1	*
2	*
3	
4	
5	
6	

Given orally and visually a word, the student designates its final consonant digraph.

0599

Consonant Digraphs, Final: Substitution	100	002	002	005	019	000

1	*
2	*
3	
4	
5	
6	

Given orally two or more words with the same final consonant digraph and given orally and visually another word, the student designates whether the final consonant digraph of all the words is the same.

0600

Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	021	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given a consonant digraph, the student designates whether or not the name of the object ends with the consonant digraph.

0601

Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	022	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given orally the name of the object, the student designates its final consonant digraph.

0602

Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	023	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the final consonant digraph of the name of the object.

0603

Consonant Digraphs, Final	102	002	002	005	026	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student designates the consonant digraph which best completes the word.

0604

Consonant Digraph, Medial Substitution	103	002	002	006	001	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same medial consonant digraph.

0605

Consonant Digraph, Medial Substitution	103	002	002	006	002	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates its medial consonant digraph.

0606

Consonant Digraph, Medial; Substitution	103	002	002	006	003	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates another word with the same medial consonant digraph.

0607

Consonant Digraph, Medial; Picture Stimuli	104	002	002	006	004	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student says the letters of the medial consonant digraph in the name of the object.

0608

Consonant Digraphs, Medial: Substitution	103	002	002	006	005	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student substitutes a consonant digraph in the medial position and says the word formed.

0609

Consonant Digraphs, Medial	105	002	002	006	006	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student says a word with the consonant digraph sound in a medial position.

0610

Consonant Digraphs, Medial: Substitution	103	002	002	006	007	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student substitutes a consonant digraph in a medial position and says the word formed.

0611

Consonant Digraphs, Medial: Picture Stimuli	104	002	002	006	008	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student points to the picture of the object whose name has the given consonant digraph in a medial position.

0612

Consonant Digraphs, Medial: Picture Stimuli	104	002	002	006	009	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the medial consonant digraph in the name of the object.

0613

Consonant Digraphs, Medial: Picture Stimuli	104	002	002	006	010	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student designates the picture of the object whose name has the consonant digraph in a medial position.

0614

Consonant Digraphs, Medial	105	002	002	006	011	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates the medial consonant digraph.

0615

Consonant Digraphs, Medial	105	002	002	006	012	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the names of the letters of its medial consonant digraph.

0616

Consonant Digraphs, Medial	105	002	002	006	013	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same medial consonant digraph.

0617

Consonant Digraphs, Medial	105	002	002	006	014	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same medial consonant digraph.

0618

Consonant Digraphs, Medial	105	002	002	006	015	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph, the student designates a word having the consonant digraph in a medial position.

0619

Consonant Digraphs, Medial: Picture Stimuli	104	002	002	006	016	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the medial consonant digraph of the name of the object.

0620

Consonants: Word Completion	106	002	002	010	001	000

1	*
2	*
3	
4	
5	
6	

Given a consonant and given orally a word, the student says whether the consonant is in the initial, final, or medial position.

0621

Consonants: Word Completion	106	002	002	010	002	000

1	*
2	*
3	
4	
5	
6	

Given a word missing an initial consonant, the student completes and says the word.

0622

Consonants: Word Completion	106	002	002	010	003	000

1	*
2	*
3	
4	
5	
6	

Given a word missing a medial consonant, the student completes and says the word.

0623

Consonant Digraphs: Word Completion	106	002	002	010	004	000

1	*
2	*
3	
4	
5	
6	

Given a word missing a final consonant, the student completes and says the word.

0624

Consonants: Word Completion	106	002	002	010	005	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing initial consonant.

0625

Consonants: Word Completion	106	002	002	010	006	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing medial consonant.

0626

Consonants: Word Completion	106	002	002	010	007	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing final consonant.

0627

Consonant Digraphs: Word Completion	107	002	002	010	008	000

1	*
2	*
3	
4	
5	
6	

Given a consonant digraph and given orally a word, the student says whether the consonant digraph is in the initial, final, or medial position.

0628

Consonant Digraphs: Word Completion	107	002	002	010	009	00

1	*
2	*
3	
4	
5	
6	

Given a word missing an initial consonant digraph, the student completes and says the word.

0629

Consonant Digraphs: Word Completion	107	002	002	010	010	000

1	*
2	*
3	
4	
5	
6	

Given a word missing a medial consonant digraph, the student completes and says the word.

0630

Consonant Digraphs: Word Completion	107	002	002	010	011	000

1	*
2	*
3	
4	
5	
6	

Given a word missing a final consonant digraph, the student completes and says the word.

0631

Consonant Digraphs: Word Completion	107	002	002	010	012	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing initial consonant digraph.

0632

Consonant Digraphs: Word Completion	107	002	002	010	013	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing medial consonant digraph.

0633

Consonant Digraphs: Word Completion	107	002	002	010	014	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing final consonant digraph.

0634

Consonants, Initial: Picture Stimuli	089	002	002	010	015	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given a consonant, the student designates whether the consonant comes at the beginning or the end of the name of the object.

0635

1	
2	
3	
4	
5	
6	

Vowels: Recognition of Short Vowels	108	002	002	011	001	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its short vowel.

0636

Vowels: Recognition of Short Vowels	108	002	002	011	002	000

1	*
2	*
3	
4	
5	
6	

Given a vowel, the student says its short vowel sound.

0637

Vowels: Recognition of Short Vowels	108	002	002	011	003	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says its short vowel sound.

0638

Vowels: Recognition of Short Vowels	108	002	002	011	004	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same short vowel sound.

0639 D: 109

Vowels and Words: Short Vowels	109	002	002	011	004	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same short vowel sound.

0639 D: 108

Vowels: Recognition of Short Vowels	108	002	002	011	005	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says the name of the letter which has the short vowel sound.

0640

Vowels: Recognition of Short Vowels	108	002	002	011	006	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same short vowel sound.

0641 D: 109

Vowels and Words: Short Vowels	109	002	002	011	006	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same short vowel sound.

0641 D: 108

Vowels: Recognition of Short Vowels	108	002	002	011	007	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates those which have short vowel sounds.

0642

Vowels and Words: Short Vowels	109	002	002	011	008	000

1	*
2	*
3	
4	
5	
6	

Given a word with a short vowel sound, the student substitutes another short vowel sound and says the word formed.

0643

Vowels and Words: Short Vowels	109	002	002	011	009	000

1	*
2	*
3	
4	
5	
6	

Given a word with a short vowel sound, the student substitutes another short vowel sound and writes the word formed.

0644

Vowels and Words: Short Vowels	109	002	002	011	010	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates those which have the same short vowel sound.

0645

Vowels and Words: Short Vowels	109	002	002	011	011	000

1	*
2	*
3	
4	
5	
6	

Given orally three or more words, the student designates other words with the same short vowel sound.

0646

Vowels: Rocognition of Short Vowels	108	002	002	011	014	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the short vowel contained in the name of the object.

0647

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Vowels: Recognition of Long Vowels	110	002	002	012	001	000

1	*	Given a word, the student designates its long vowel.
2	*	
3		
4		
5		
6		

0648

Vowels: Recognition of Long Vowels	110	002	002	012	002	000

1	*	Given a vowel, the student says its long vowel sound.
2	*	
3		
4		
5		
6		

0649

Vowels: Recognition of Long Vowels	110	002	002	012	003	000

1	*	Given a word, the student says its long vowel sound.
2	*	
3		
4		
5		
6		

0650

Vowels: Recognition of Long Vowels	110	002	002	012	004	000

1	*	Given orally a word, the student says another word with the same long vowel sound.
2	*	
3		
4		
5		
6		

0651 D: 111

Vowel Substitution: Long Vowels	111	002	002	012	004	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same long vowel sound.

0651 D: 110

Vowels: Recognition of Long Vowels	110	002	002	012	005	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says the name of the letter(s) with the long vowel sound.

0652

Vowels: Recognition of Long Vowels	110	002	002	012	006	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same long vowel sound.

0653 D: 111

Vowel Substitution: Long Vowels	111	002	002	012	006	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same long vowel sound.

0653 D: 110

Vowels: Recognition of Long Vowels	110	002	002	012	007	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates those which have long vowel sounds.

0654

Vowel Substitution: Long Vowels	111	002	002	012	008	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates those which have the same long vowel sound.

0655

Vowel Substitution: Long Vowels	111	002	002	012	009	000

1	*
2	*
3	
4	
5	
6	

Given a list of words and given orally a word, the student designates those words having the same long vowel sound as the given word.

0656

Vowel Substitution: Long Vowels	111	002	002	012	010	000

1	*
2	*
3	
4	
5	
6	

Given a word with a long vowel sound, the student substitutes another long vowel sound and says the word formed.

0657

Vowel Substitution: Long Vowels	111	002	002	012	011	000

1	*
2	*
3	
4	
5	
6	

Given a word with a long vowel sound, the student substitutes another long vowel sound and writes the word formed.

0658

Vowels: Recognition of Long Vowels	110	002	002	012	013	000

1	*
2	*
3	
4	
5	
6	

Given three or more words, the student designates the words with a long vowel and a final silent _e_.

0659

Vowels: Recognition of Long Vowels	110	002	002	012	014	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the long vowel contained in the name of the object.

0660

1	
2	
3	
4	
5	
6	

Vowels and Controllers: 'L' and 'R'	112	002	002	013	001	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates the vowel controller (l or r).

0661

Vowels and Controllers: 'L' and 'R'	112	002	002	013	002	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the vowel and controller (l or r) in the name of the object.

0662

Vowels and Controllers: 'L' and 'R'	112	002	002	013	003	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student says the vowel and controller (l or r) in the name of the object.

0663

Vowels and Controllers: 'L' and 'R'	112	002	002	013	004	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the vowel controller (l or r).

0664

Vowels and Controllers: 'L' and 'R'	112	002	002	013	005	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the vowel and controller (l or r).

0665

Vowels and Controllers: 'L' and 'R'	112	002	002	013	006	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same vowel and controller (l or r).

0666

Vowels and Controllers: 'L' and 'R'	112	002	002	013	007	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same vowel and controller (l or r).

0667

Vowels and Controllers: 'L' and 'R'	112	002	002	013	008	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates the vowel and controller (l or r).

0668

Vowels and Controllers: 'L' and 'R'	112	002	002	013	009	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says another word with the same vowel and controller (l or r).

0669

Vowels and Controllers: 'L' and 'R'	112	002	002	013	010	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student substitutes another vowel with the same controller (l or r) and says the word formed.

0670

Vowels and Controllers: 'L' and 'R'	112	002	002	013	011	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates another word with the same vowel and controller (l or r).

0671

Vowels and Controllers: 'L' and 'R'	112	002	002	013	012	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student substitutes a different vowel and controller (l or r) and says the word formed.

0672

Vowels and Controllers: 'L' and 'R'	112	002	002	013	013	000

1	*
2	*
3	
4	
5	
6	

Given orally a vowel and given orally a vowel controller (l or r), the student adds letters to make a word and says the word formed.

0673

Vowels and Controllers: 'L' and 'R'	112	002	002	013	014	000

1	*
2	*
3	
4	
5	
6	

Given orally a vowel and given orally a vowel controller (l or r), the student adds letters to make a word and writes the word formed.

0674

Vowels and Controllers: 'L' and 'R'	112	002	002	013	015	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student writes the vowel and the vowel controller (l or r) contained in the name of the object.

0675

1	
2	
3	
4	
5	
6	

Vowel Digraphs	113	002	002	014	001	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student spells the vowel digraph contained in the name of the object.

0676

Vowel Digraphs	113	002	002	014	002	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student spells the vowel digraph.

0677

Vowel Digraphs	113	002	002	014	003	000

1	*
2	*
3	
4	
5	
6	

Given orally a vowel digraph, the student designates a word which contains the vowel digraph.

0678

Vowel Digraphs	113	002	002	014	004	000

1	*
2	*
3	
4	
5	
6	

Given orally a vowel digraph, the student writes a word which contains the digraph.

0679

Vowel Digraphs	113	002	002	014	005	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says which letter in its vowel digraph represents the long vowel sound and which letter is silent.

0680

Vowel Digraphs	113	002	002	014	006	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates which letter in the vowel digraph represents the long vowel sound and which letter is silent.

0681

Vowel Digraphs	113	002	002	014	007	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says which letter in the vowel digraph represents the long vowel sound and which letter is silent.

0682

Vowel Digraphs	113	002	002	014	008	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says (pronounces) the vowel digraph.

0683

Vowel Digraphs	113	002	002	014	009	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the names of the letters of the vowel digraph.

0684

Vowel Digraphs	113	002	002	014	010	000

1	*
2	*
3	
4	
5	
6	

Given a word with a vowel digraph, the student substitutes another vowel digraph and writes the word formed.

0685

Vowel Digraphs	113	002	002	014	011	000

1	*
2	*
3	
4	
5	
6	

Given orally a word with a vowel digraph, the student substitutes another vowel digraph and says the word formed.

0686

Vowel Digraphs	113	002	002	014	012	000

1	*
2	*
3	
4	
5	
6	

Given orally a word with a vowel digraph, the student substitutes another vowel digraph and writes the word formed.

0687

Vowel Digraphs	113	002	002	014	013	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates those which have the same vowel digraph sound.

0688

Vowel Digraphs	113	002	002	014	014	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates those digraphs whose sounds are the same.

0689

Vowel Digraphs	113	002	002	014	015	000

1	*
2	*
3	
4	
5	
6	

Given two or more words with the same vowel digraph, the student says two or more different sounds of the digraph.

0690

Vowel Digraphs	113	002	002	014	016	000

1	*
2	*
3	
4	
5	
6	

Given a vowel digraph, the student writes a word which contains the digraph.

0691

Vowel Digraphs	113	002	002	014	017	000

1	*
2	*
3	
4	
5	
6	

Given a vowel digraph sound, the student designates the vowel digraph.

0692

Vowel Digraphs	113	002	002	014	018	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence missing a word with a vowel digraph and given orally the sentence complete, the student designates the missing word.

0693

Vowel Digraphs	113	002	002	014	019	000

1	*
2	*
3	
4	
5	
6	

Given orally two or more words with the same vowel digraph sound and given orally and visually another word, the student designates whether the vowel digraph sound of all the words is the same.

0694

Vowel Digraphs	113	002	002	014	020	000

1	*
2	*
3	
4	
5	
6	

Given orally and visually a word, the student designates its vowel digraph.

0695

Vowel Digraphs	113	002	002	014	021	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given two or more words with vowel digraphs, the student designates the word for the name of the object.

0696

Vowel Digraphs	113	002	002	014	022	000

1	*
2	*
3	
4	
5	
6	

Given a word with a vowel digraph, the student designates a picture of an object named by the word.

0697

Vowel Digraphs	113	002	002	014	023	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence, the student designates the word with a vowel digraph which best completes the sentence.

0698

Vowel Digraphs	113	002	002	014	025	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its vowel digraph.

0699

Vowel Digraphs	113	002	002	014	026	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student designates the vowel digraph which best completes the word.

0700

Vowel Digraphs	113	002	002	014	029	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student writes the vowel digraph which best completes the word.

0701

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Consonants, Final	093	002	002	016	001	000

1	*
2	*
3	
4	
5	
6	

Given orally two words, identical except that one has an additional final consonant sound, the student designates the order of occurrence. (E.g. walk walked
help helped)

0702

Consonants, Final	093	002	002	016	002	000

1	*
2	*
3	
4	
5	
6	

Given two words, identical except that one has an added final consonant sound, the student says the words in order of occurrence (E.g. walk walked
help helped)

0703

Consonants, Medial	096	002	002	016	003	000

1	*
2	*
3	
4	
5	
6	

Given orally two words, identical except that one has a single consonant and the other has the same consonant doubled, the student designates the words in order of occurrence. (E.g. caned canned
diner dinner)

0704

Consonants, Medial	096	002	002	016	004	000

1	*
2	*
3	
4	
5	
6	

Given two words, identical except that one has a single consonant and the other has the same consonant doubled, the student says the words in order of occurrence. (E.g. caned canned
diner dinner)

0705

Silent Letters	119	002	002	016	005	000

1	*
2	*
3	
4	
5	
6	

Given orally two words, identical except for a final silent e in one, the student designates the words in order of occurrence (e.g. cam came).

0706

Silent Letters	119	002	002	016	006	000

1	*
2	*
3	
4	
5	
6	

Given two words, identical except for a final silent e in one, the student says the words in order of occurrence (e.g. cam came).

0707

Vowels: Word Completion	115	002	002	016	007	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing vowel.

0708

Vowels: Word Completion	115	002	002	016	008	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student designates the missing vowel digraph.

0709

Vowel Type	116	002	002	016	009	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student designates the type(s) of vowel(s) found in the word. (E.g. long, short, silent)

0710

Vowel Recognition	117	002	002	016	010	000

1	*
2	*
3	
4	
5	
6	

Given a vowel sound, the student designates a word with the same vowel sound.

0711

Vowel Recognition	117	002	002	016	011	000

1	*
2	*
3	
4	
5	
6	

Given a vowel sound, the student says one or more words with the same vowel sound.

0712

Vowel Type	116	002	002	016	012	000

1	*
2	*
3	
4	
5	
6	

Given orally a word, the student says the type(s) of vowel(s) found in the word. (E.g. long, short, silent)

0713

Vowel Type	116	002	002	016	013	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says the type(s) of vowel(s) found in the word. (E.g. long, short, silent)

0714

Vowel Type	116	002	002	016	014	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates the type(s) of vowel(s) found in the word. (E.g. long, short, silent)

0715

Vowel Recognition	117	002	002	016	015	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same vowel sound.

0716

Vowel Recognition	117	002	002	016	016	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student says another word with the same vowel sound.

0717

Vowel Type	116	002	002	016	017	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates the type(s) of vowel(s) found in each word. (E.g. long, short, silent)

0718

Vowel Type	116	002	002	016	018	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student says the type(s) of vowel(s) found in each word. (E.g. long, short, silent)

0719

Vowel Recognition	117	002	002	016	019	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates those with the same vowel sound.

0720

Vowel Recognition	117	002	002	016	020	000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student orally reads those words with the same vowel sound.

0721

Vowels: Substitution	118	002	002	016	021	000

1	*
2	*
3	
4	
5	
6	

Given orally a word and given a vowel sound, the student substitutes the vowel sound and says the word formed.

0722

Vowels: Substitution	118	002	002	016	022	000

1	*
2	*
3	
4	
5	
6	

Given orally a word and given a vowel sound, the student substitutes the vowel sound and designates the word formed.

0723

Vowels: Substitution	118	002	002	016	023	000

1	*
2	*
3	
4	
5	
6	

Given orally a word and given a vowel sound, the student substitutes the vowel sound and writes the word formed.

0724

Vowels: Substitution	118	002	002	016	024	000

1	*
2	*
3	
4	
5	
6	

Given a word and given a vowel sound, the student substitutes the vowel sound and says the word formed.

0725

Vowels: Substitution | 118 | 002 | 002 | 016 | 025 | 000

1	*
2	*
3	
4	
5	
6	

Given a word and given a vowel sound, the student substitutes the vowel sound and designates the word formed.

0726

Vowels: Substitution | 118 | 002 | 002 | 016 | 026 | 000

1	*
2	*
3	
4	
5	
6	

Given a word and given a vowel sound, the student substitutes the vowel sound and writes the word formed.

0727

Vowels: Substitution | 118 | 002 | 002 | 016 | 027 | 000

1	*
2	*
3	
4	
5	
6	

Given orally a word and given visually a vowel sound, (e.g. ā, ă, ä), the student substitutes the vowel sound and says the word formed.

0728

Vowels: Substitution | 118 | 002 | 002 | 016 | 028 | 000

1	*
2	*
3	
4	
5	
6	

Given orally a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and designates the word formed.

0729

Vowels: Substitution	118	002	002	016	029	000

1	*	Given orally a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and writes the word formed.
2	*	
3		
4		
5		
6		

0730

Vowels: Substitution	118	002	002	016	030	000

1	*	Given a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and says the word formed.
2	*	
3		
4		
5		
6		

0731

Vowels: Substitution	118	002	002	016	031	000

1	*	Given a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and designates the word formed.
2	*	
3		
4		
5		
6		

0732

Vowels: Substitution	118	002	002	016	032	000

1	*	Given a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and writes the word formed.
2	*	
3		
4		
5		
6		

0733

Vowel Comparisons: Long and Short 114

002 002 016 034 000

1	*
2	*
3	
4	
5	
6	

Given a word and given orally and visually another word, the student designates whether or not the words have the same vowel sound.

0734

Vowel Type 116

002 002 016 036 000

1	*
2	*
3	
4	
5	
6	

Given orally and visually a word, the student designates its long and/or short vowel(s).

0735

Vowel Type 116

002 002 016 037 000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object and given two or more words differing only in medial vowels, the student writes the word that is the name of the object.

0736

Vowel Type 116

002 002 016 039 000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same vowel sound.

0737

Vowel Type	116	002	002	016	040	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates the picture of the object whose name contains the same vowel sound.

0738

Vowel Type	116	002	002	016	041	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the picture of another object whose name contains the same vowel sound.

0739

Vowel Comparisons: Long and Short	114	002	002	016	044	000

1	*
2	*
3	
4	
5	
6	

Given a vowel sound, the student designates the letter of the sound.

0740

Vowels: Substitution	118	002	002	016	046	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with an incomplete word, the student writes the missing vowel.

0741

Vowel Comparisons: Long and Short	114	002	002	016	048	000

1	*
2	
3	
4	
5	
6	

Given a word, the student designates its vowels.

0742

Vowels and Controllers: 'L' and 'R'	112	002	002	016	053	000

1	*
2	*
3	
4	
5	
6	

Given orally and visually a word, the student designates the vowel controller (l or r).

0743

Vowels and Controllers: 'L' and 'R'	112	002	002	016	054	000

1	*
2	*
3	
4	
5	
6	

Given orally a word and given orally and visually another word, the student designates whether or not the words have the same vowel controller (l or r).

0744

Vowels and Controllers: 'L' and 'R'	112	002	002	016	055	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence, the student designates the word with a vowel controller (l or r) which best completes the sentence.

0745

Vowels and Controllers: 'L' and 'R'	112	002	002	016	056	000

1	*
2	*
3	
4	
5	
6	

Given a picture of an object, the student designates the word with a vowel controller (l or r) which is the name of the object.

0746

Vowels and Controllers: 'L' and 'R'	112	002	002	016	057	000

1	*
2	*
3	
4	
5	
6	

Given two words containing vowel controllers (l or r), the student designates whether or not the vowel sounds are the same.

0747

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Silent Letters 119 002 002 017 001 000

1	*
2	*
3	
4	
5	
6	

Given a list of words some of which have silent letters, the student designates the silent letters.

0748

Silent Letters 119 002 002 017 002 000

1	*
2	*
3	
4	
5	
6	

Given a list of words all having silent letters, the student designates the silent letter(s).

0749

Silent Letters 119 002 002 017 003 000

1	*
2	*
3	
4	
5	
6	

Given a list of words, the student designates those words with silent letters.

0750

Silent Letters 119 002 002 017 004 000

1	*
2	*
3	
4	
5	
6	

Given a word with a silent letter, the student says the word.

0751

Silent Letters	119	002	002	017	006	000

1	*
2	*
3	
4	
5	
6	

Given orally and visually a word, the student designates the silent letter.

0752

Silent Letters	119	002	002	017	007	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates another word with the same silent letter pattern.

0753

Silent Letters	119	002	002	017	009	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete word, the student writes the missing silent letters.

0754

Silent Letters	119	002	002	017	011	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence missing a word with one or more silent letters, the student designates the missing word.

0755

Letter(s)/Sound Correspondence	120	002	002	018	001	000

1	*
2	*
3	
4	
5	
6	

Given a letter, the student designates the sound(s) for which the letter stands.

0756

Letter(s)/Sound Correspondence	120	002	002	018	002	000

1	*
2	*
3	
4	
5	
6	

Given a letter combination, the student says the sound(s) for which the letter combination stands.

0757

Letter(s)/Sound Correspondence	120	002	002	018	003	000

1	*
2	*
3	
4	
5	
6	

Given a word with a specified letter, the student says the sound for which the letter stands.

0758

1	
2	
3	
4	
5	
6	

APPLY RULES OF SPELLING AND MECHANICS

002 003

Phonic Skills Application	121	002	003	003	001	000

1	*
2	*
3	*
4	*
5	
6	

Given orally a new word, the student designates it.

0759

Phonic Skills Application	121	002	003	003	002	000

1	*
2	*
3	*
4	*
5	
6	

Given a new word, the student says it.

0760

Phonic Skills Application	121	002	003	003	003	000

1	*
2	*
3	*
4	*
5	
6	

Given orally a new word, the student spells it.

0761

1	
2	
3	
4	
5	
6	

Punctuation and Capitalization	122	002	003	004	001	000

1	*
2	*
3	*
4	*
5	*
6	*

Given an unpunctuated passage, the student writes a period to signify the end of each sentence.

0762

Punctuation and Capitalization	122	002	003	004	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given an unpunctuated passage, the student changes the beginning letter of each sentence to a capital letter.

0763

Punctuation and Capitalization	122	002	003	004	006	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a punctuation mark, the student says its function.

0764

Punctuation and Capitalization	122	002	003	004	007	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a word beginning with a capital letter, the student says why it is capitalized.

0765

Punctuation and Capitalization	122	002	003	004	008	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a punctuation mark, the student designates its function.

0766

Punctuation and Capitalization	122	002	003	004	009	000

1	*
2	*
3	*
4	*
5	*
6	*

Given an unpunctuated passage, the student adds the appropriate punctuation marks.

0767

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

STRUCTURAL ANALYSIS

002 004

Compound Words	123	002	004	001	001	000

1	*
2	*
3	*
4	
5	
6	

Given orally a compound word, the student says the words from which it is constructed.

0768

Compound Words	123	002	004	001	002	000

1	*
2	*
3	*
4	
5	
6	

Given orally a compound word, the student writes the words from which it is constructed.

0769

Compound Words	123	002	004	001	003	000

1	*
2	*
3	*
4	
5	
6	

Given a compound word, the student says the words from which it is constructed.

0770

Compound Words	123	002	004	001	004	000

1	*
2	*
3	*
4	
5	
6	

Given a compound word, the student designates the words from which it is constructed.

0771

Compound Words	123	002	004	001	005	000

1	*
2	*
3	*
4	
5	
6	

Given a compound word, the student writes the words from which it is constructed.

0772

Compound Words	123	002	004	001	006	000

1	*
2	*
3	*
4	
5	
6	

Given a word, the student says a compound word of which it is a component.

0773

Compound Words	123	002	004	001	007	000

1	*
2	*
3	*
4	
5	
6	

Given a word, the student designates a compound word of which it is a component.

0774

Compound Words	123	002	004	001	008	000

1	*
2	*
3	*
4	
5	
6	

Given a word, the student writes a compound word of which it is a component.

0775

Compound Words	123	002	004	001	009	000

1	*
2	*
3	*
4	
5	
6	

Given two or more words, the student says compound words of which they are components.

0776

Compound Words	123	002	004	001	010	000

1	*
2	*
3	*
4	
5	
6	

Given two or more words, the student designates compound words of which they are components.

0777

Compound Words	123	002	004	001	011	000

1	*
2	*
3	*
4	
5	
6	

Given two or more words, the student writes compound words of which they are components.

0778

Compound Words	123	002	004	001	012	000

1	*
2	*
3	*
4	
5	
6	

Given a new compound word composed of familiar words, the student says the meaning of the compound word.

0779

Compound Words	123	002	004	001	013	000

1	*
2	*
3	*
4	
5	
6	

Given a sentence with one word of a compound word missing, the student designates the missing component.

0780

Compound Words	123	002	004	001	014	000

1	*
2	*
3	*
4	
5	
6	

Given a sentence with an incomplete compound word, the student completes the compound word and writes the missing component.

0781

Compound Words	123	002	004	001	015	000

1	*
2	*
3	*
4	
5	
6	

Given instructions to do so, the student says one or more compound words.

0782

Compound Words	123	002	004	001	016	000

1	*
2	*
3	*
4	
5	
6	

Given instructions to do so, the student writes one or more compound words.

0783

Compound Words	123	002	004	001	018	000

1	*
2	*
3	*
4	
5	
6	

Given a selection, the student designates one or more compound words.

0784

Compound Words	123	002	004	001	019	000

1	*
2	*
3	*
4	
5	
6	

Given two lists of words, the student writes all the possible compound words using one word from each list.

0785

Compound Words	123	002	004	001	021	000

1	*
2	*
3	*
4	
5	
6	

Given a sentence with an incomplete compound word, the student designates the word that completes the compound.

0786

Compound Words	123	002	004	001	024	000

1	*
2	*
3	*
4	
5	
6	

Given two or more words, the student designates the compound word(s) formed from them.

0787

Compound Words	123	002	004	001	025	000

1	*
2	*
3	*
4	
5	
6	

Given an incomplete sentence, the student designates the missing compound word.

0788

1
2
3
4
5
6

1
2
3
4
5
6

1
2
3
4
5
6

Possessives	124	002	004	002	001	000

1	*
2	*
3	*
4	*
5	
6	

Given a sentence, the student designates those words ending in s which are possessives.

0789

Possessives	124	002	004	002	002	000

1	*
2	*
3	*
4	*
5	
6	

Given a sentence with a possessive form, the student designates whether or not the possessive form is used correctly.

0790

Possessives	124	002	004	002	003	000

1	*
2	*
3	*
4	*
5	
6	

Given a pronoun, the student designates its possessive form.

0791

Possessives	124	002	004	002	004	000

1	*
2	*
3	*
4	*
5	
6	

Given a pronoun, the student writes its possessive form.

0792

Possessives	124	002	004	002	005	000

1	*
2	*
3	*
4	*
5	
6	

Given a noun, the student designates its possessive form.

0793

Possessives	124	002	004	002	006	000

1	*
2	*
3	*
4	*
5	
6	

Given a noun, the student writes its possessive form.

0794

Possessives	124	002	004	002	007	000

1	*
2	*
3	*
4	*
5	
6	

Given orally a noun or pronoun, the student writes its possessive form.

0795

Possessives	124	002	004	002	008	000

1	*
2	*
3	*
4	*
5	
6	

Given orally a noun or pronoun, the student orally spells its possessive form.

0796

Possessives	124	002	004	002	009	000

1	*
2	*
3	*
4	*
5	
6	

Given an incomplete sentence, the student designates the missing possessive word.

0797

Possessives	124	002	004	002	010	000

1	*
2	*
3	*
4	*
5	
6	

Given an incomplete sentence, the student writes the missing possessive word.

0798

Inflected Words	125	002	004	002	011	000

1	*
2	*
3	*
4	*
5	
6	

Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly.

0799

Inflected Words	125	002	004	002	012	000

1	*
2	*
3	*
4	*
5	
6	

Given orally an inflected verb, the student orally spells it.

0800

Inflected Words	125	002	004	002	013	000

1	*
2	*
3	*
4	*
5	
6	

Given orally an inflected verb, the student spells (writes) it correctly.

0801

Inflected Words	125	002	004	002	014	000

1	*
2	*
3	*
4	*
5	
6	

Given a verb and given an inflection (e.g. ed, ing), the student writes a sentence using the specified verb form.

0802

Inflected Words	125	002	004	002	015	000

1	*
2	*
3	*
4	*
5	
6	

Given a sentence, the student designates the tense of the verb.

0803

Inflected Words	125	002	004	002	016	000

1	*
2	*
3	*
4	*
5	
6	

Given an incomplete sentence, the student writes the inflected form of the missing verb.

0804

Inflected Words	125	002	004	002	017	000

1	*
2	*
3	*
4	*
5	
6	

Given an incomplete sentence, the student writes the inflected form of the missing verb.

0805

Inflected Words	125	002	004	002	018	000

1	*
2	*
3	*
4	*
5	
6	

Given an incomplete sentence, the student designates the inflected form of the missing verb.

0806

Inflected Words	125	002	004	002	019	000

1	*
2	*
3	*
4	*
5	
6	

Given orally a familiar verb and given orally an inflection (e.g. ed, ing), the student writes the inflected form of the verb.

0807

Inflected Words	125	002	004	002	020	000

1	*
2	*
3	*
4	*
5	
6	

Given a familiar verb and given an inflection (e.g. ed, ing), the student designates the inflected form of the verb.

0808

Inflected Words 125 002 004 002 021 000

1	*
2	*
3	*
4	*
5	
6	

Given a familiar verb and given an inflection (e.g. ed, ing), the student writes the inflected form of the verb.

0809

Inflected Words 125 002 004 002 022 000

1	*
2	*
3	*
4	*
5	
6	

Given orally a familiar verb and given orally an inflection (e.g. ed, ing), the student designates the inflected form of the verb.

0810

Inflected Words 125 002 004 002 023 000

1	*
2	*
3	*
4	*
5	
6	

Given a sentence, the student designates those words ending in s which are verbs.

0811

Singular and Plural Words 126 002 004 002 024 000

1	*
2	*
3	
4	
5	
6	

Given a plural word, the student designates its singular form.

0812

Singular and Plural Words	126	002	004	002	025	000

1	*
2	*
3	
4	
5	
6	

Given orally a plural word, the student writes its singular form.

0813

Singular and Plural Words	126	002	004	002	026	000

1	*
2	*
3	
4	
5	
6	

Given orally a plural word, the student designates its singular form.

0814

Singular and Plural Words	126	002	004	002	027	000

1	*
2	*
3	
4	
5	
6	

Given a plural word, the student writes its singular form.

0815

Singular and Plural Words	126	002	004	002	028	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence, the student writes the missing singular or plural word.

0816 D: 127

Plural and Singular Words	127	002	004	002	028	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence, the student writes the missing singular or plural word.

0816 D: 126

Plural and Singular Words	127	002	004	002	029	000

1	*
2	*
3	
4	
5	
6	

Given orally a plural word, the student spells (writes) the word.

0817

Plural and Singular Words	127	002	004	002	030	000

1	*
2	*
3	
4	
5	
6	

Given orally a plural word, the student spells the word orally.

0818

Plural and Singular Words	127	002	004	002	031	000

1	*
2	*
3	
4	
5	
6	

Given a sentence, the student designates whether or not the plural form of the word is used correctly.

0819

Plural and Singular Words | 127 | 002 | 004 | 002 | 032 | 000

1	*
2	*
3	
4	
5	
6	

Given a sentence, the student designates those words ending in s which are plurals.

0820

Plural and Singular Words | 127 | 002 | 004 | 002 | 033 | 000

1	*
2	*
3	
4	
5	
6	

Given orally a singular word, the student designates its plural form.

0821

Plural and Singular Words | 127 | 002 | 004 | 002 | 034 | 000

1	*
2	*
3	
4	
5	
6	

Given a singular word, the student writes a sentence using the word in its plural form.

0822

Plural and Singular Words | 127 | 002 | 004 | 002 | 035 | 000

1	*
2	*
3	
4	
5	
6	

Given a singular word and given an incomplete sentence, the student writes the plural form of the missing word.

0823

4

Plural and Singular Words	127	002	004	002	036	000

1	*
2	*
3	
4	
5	
6	

Given a singular word, the student designates its plural form.

0824

Plural and Singular Words	127	002	004	002	037	000

1	*
2	*
3	
4	
5	
6	

Given a singular word, the student writes its plural form.

0825

Plural and Singular Words	127	002	004	002	038	000

1	*
2	*
3	
4	
5	
6	

Given orally a singular word, the student designates its plural form.

0826

Comparatives	128	002	004	002	039	000

1	*
2	*
3	
4	
5	
6	

Given an adjective, the student writes its comparative form.

0827

Comparatives	128	002	004	002	040	000

1	*
2	*
3	
4	
5	
6	

Given an adjective, the student designates its comparative form.

0828

Comparatives	128	002	004	002	041	000

1	*
2	*
3	
4	
5	
6	

Given the comparative form of an adjective, the student writes its positive form.

0829

Comparatives	128	002	004	002	042	000

1	*
2	*
3	
4	
5	
6	

Given the comparative form of an adjective, the student designates its positive form.

0830

Comparatives	128	002	004	002	043	000

1	*
2	*
3	
4	
5	
6	

Given two or more adjectives, the student designates those which are comparatives.

0831

Comparatives	128	002	004	002	044	000

1	*
2	*
3	
4	
5	
6	

Given a positive form of an adjective, the student designates its comparative ending.

0832

Comparatives	128	002	004	002	045	000

1	*
2	*
3	
4	
5	
6	

Given an adjective and given an incomplete sentence, the student writes the comparative form of the missing adjective.

0833

Comparatives	128	002	004	002	046	000

1	*
2	*
3	
4	
5	
6	

Given an adjective, the student orally spells its comparative form.

0834

Comparatives	128	002	004	002	047	000

1	*
2	*
3	
4	
5	
6	

Given an adjective, the student spells (writes) its comparative form.

0835

Comparatives	128	002	004	002	048	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with a comparative form of an adjective, the student designates whether or not the comparative form is used correctly.

0836

Superlatives	129	002	004	002	049	000

1	*
2	*
3	
4	
5	
6	

Given an adjective, the student spells (writes) its superlative form.

0837

Superlatives	129	002	004	002	050	000

1	*
2	*
3	
4	
5	
6	

Given an adjective, the student designates its superlative form.

0838

Superlatives	129	002	004	002	051	000

1	*
2	*
3	
4	
5	
6	

Given the superlative form of an adjective, the student spells (writes) its positive form.

0839

Superlatives	129	002	004	002	052	000

1	*
2	*
3	
4	
5	
6	

Given the superlative form of an adjective, the student designates its positive form.

0840

Superlatives	129	002	004	002	053	000

1	*
2	*
3	
4	
5	
6	

Given two or more adjectives, the student designates those which are superlatives.

0841

Superlatives	129	002	004	002	054	000

1	*
2	*
3	
4	
5	
6	

Given two or more adjectives, the student designates those which are superlatives.

0842

Superlatives	129	002	004	002	055	000

1	*
2	*
3	
4	
5	
6	

Given an adjective and given an incomplete sentence, the student writes the superlative form of the missing adjective.

0843

Superlatives	129	002	004	002	056	000

1	*
2	*
3	
4	
5	
6	

Given an adjective, the student orally spells its superlative form.

0844

Superlatives	129	002	004	002	057	000

1	*
2	*
3	
4	
5	
6	

Given an adjective, the student spells (writes) its superlative form.

0845

Superlatives	129	002	004	002	058	000

1	*
2	*
3	
4	
5	
6	

Given a sentence with the superlative form of an adjective, the student designates whether or not the superlative form is used correctly.

0846

Inflected Words	125	002	004	002	059	000

1	*
2	*
3	*
4	*
5	
6	

Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.

0847

Inflected Words	125	002	004	002	060	000

1	*
2	*
3	*
4	*
5	
6	

Given a word ending in ed, the student designates whether the final sound is d or t.

0848

Inflected Words	125	002	004	002	061	000

1	*
2	*
3	*
4	*
5	
6	

Given a word ending in ing or ed, the student designates whether or not the word has an inflected ending.

0849

Comparatives	128	002	004	002	062	000

1	*
2	*
3	
4	
5	
6	

Given a phrase requiring a comparative or superlative adjective, the student writes the correct form of the adjective.

0850 D: 129

Superlatives	129	002	004	002	062	000

1	*
2	*
3	
4	
5	
6	

Given a phrase requiring a comparative or superlative adjective, the student writes the correct form of the adjective.

0850 D: 128

Inflected Words	125	002	004	002	064	000

1	*
2	*
3	*
4	*
5	
6	

Given an incomplete sentence, the student designates the inflected verb that best completes the sentence.

0851

Inflected Words	125	002	004	002	065	000

1	*
2	*
3	*
4	*
5	
6	

Given a word, the student writes a specified inflected form of the word. (E.g. merry-merrily)

0852

Inflected Words	125	002	004	002	068	000

1	*
2	*
3	*
4	*
5	
6	

Given two or more verbs in past tense, the student designates the irregular verb(s).

0853

Plural and Singular Words	127	002	004	002	069	000

1	*
2	*
3	
4	
5	
6	

Given a singular noun, the student writes its plural.

0854

Singular and Plural Words	126	002	004	002	071	000

1	*
2	*
3	
4	
5	
6	

Given a noun in a sentence, the student writes its correct singular or plural form.

0855 D: 127

Plural and Singular Words	127	002	004	002	071	000

1	*
2	*
3	
4	
5	
6	

Given a noun in a sentence, the student writes its correct singular or plural form.

D: 126

0855

Plural and Singular Words	127	002	004	002	072	000

1	*
2	*
3	
4	
5	
6	

Given two or more plural nouns, the student designates the noun(s) with the irregular plural.

0856

Singular and Plural Words	126	002	004	002	073	000

1	*
2	*
3	
4	
5	
6	

Given a plural noun, the student writes its singular form.

0857

Singular and Plural Words	126	002	004	002	074	000

1	*
2	*
3	
4	
5	
6	

Given a plural pronoun, the student writes its singular form.

0858

Singular and Plural Words	126	002	004	002	075	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates whether it is singular or plural.

0859 D: 127

Plural and Singular Words	127	002	004	002	075	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates whether it is singular or plural.

0859 D: 126

Singular and Plural Words	126	002	004	002	076	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence, the student designates the missing singular or plural noun.

0860 D: 127

Plural and Singular Words	127	002	004	002	076	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence, the student designates the missing singular or plural noun.

D: 126

0860

Possessives	124	002	004	002	077	000

1	*
2	*
3	*
4	*
5	
6	

Given a word with an apostrophe, the student designates whether or not it is a possessive form.

0861

Possessives	124	002	004	002	078	000

1	*
2	*
3	*
4	*
5	
6	

Given a sentence, the student writes the apostrophe(') or _'s_ necessary to show possession.

0862

Possessives	124	002	004	002	079	000

1	*
2	*
3	*
4	*
5	
6	

Given a sentence, the student designates the owner and the thing possessed.

0863

Possessives 124 002 004 002 080 000

1	*
2	*
3	*
4	*
5	
6	

Given a noun, the student designates its possessive form.

0864

Possessives 124 002 004 002 081 000

1	*
2	*
3	*
4	*
5	
6	

Given a pronoun, the student designates its possessive form.

0865

Possessives 124 002 004 002 082 000

1	*
2	*
3	*
4	*
5	
6	

Given a phrase showing possession (e.g. the book of the boy) and given an incomplete phrase with the same meaning (e.g. the (boy's) book), the student writes the possessive noun which completes the phrase.

0866

1	
2	
3	
4	
5	
6	

Contractions 130 002 004 003 001 000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates a contraction formed with the word.

0867

Contractions 130 002 004 003 002 000

1	*
2	*
3	
4	
5	
6	

Given a word, the student writes a contraction formed with the word.

0868

Contractions 130 002 004 003 003 000

1	*
2	*
3	
4	
5	
6	

Given two words, the student designates the contraction formed by them.

0869

Contractions 130 002 004 003 004 000

1	*
2	*
3	
4	
5	
6	

Given two words, the student writes the contraction formed by them.

0870

Contractions	130	002	004	003	005	000

1	*
2	*
3	
4	
5	
6	

Given a contraction, the student designates the two words from which it is formed.

0871

Contractions	130	002	004	003	006	000

1	*
2	*
3	
4	
5	
6	

Given a contraction, the student writes the two words from which it is formed.

0872

Contractions	130	002	004	003	007	000

1	*
2	*
3	
4	
5	
6	

Given a contraction, the student designates the omitted letter(s).

0873

Contractions	130	002	004	003	008	000

1	*
2	*
3	
4	
5	
6	

Given a contraction, the student writes the omitted letter(s).

0874

Contractions	130	002	004	003	009	000

1	*
2	*
3	
4	
5	
6	

Given orally a contraction, the student orally spells it.

0875

Contractions	130	002	004	003	010	000

1	*
2	*
3	
4	
5	
6	

Given orally a contraction, the student spells (writes) it.

0876

Contractions	130	002	004	003	014	000

1	*
2	*
3	
4	
5	
6	

Given a contraction, the student writes the two words from which it is formed.

0877

Contractions	130	002	004	003	016	000

1	*
2	*
3	
4	
5	
6	

Given a contraction, the student designates the omitted letter(s).

0878

Contractions	130	002	004	003	017	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete sentence, the student designates the contraction that completes it.

0879

Contractions	130	002	004	003	018	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates whether or not it is a contraction.

0880

Contractions	130	002	004	003	019	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student designates the contractions.

0881

1	
2	
3	
4	
5	
6	

Abbreviations	131	002	004	004	001	000

1	*
2	*
3	*
4	
5	
6	

Given an abbreviation, the student designates the word it stands for.

0882

Abbreviations	131	002	004	004	002	000

1	*
2	*
3	*
4	
5	
6	

Given an abbreviation, the student writes the word it stands for.

0883

Abbreviations	131	002	004	004	003	000

1	*
2	*
3	*
4	
5	
6	

Given a word, the student designates its abbreviation.

0884

Abbreviations	131	002	004	004	004	000

1	*
2	*
3	*
4	
5	
6	

Given a word, the student writes its abbreviation.

0885

Abbreviations	131	002	004	004	005	000

1	*
2	*
3	*
4	
5	
6	

Given a sentence with an abbreviation, the student designates whether or not the abbreviation is used correctly.

0886

Abbreviations	131	002	004	004	006	000

1	*
2	*
3	*
4	
5	
6	

Given a sentence with an abbreviation, the student says whether or not the abbreviation is used correctly.

0887

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Syllabication	132	002	004	005	001	000

1	*
2	*
3	*
4	
5	
6	

Given a word, the student slaps or taps out the syllables.

0888

Syllabication	132	002	004	005	002	000

1	*
2	*
3	*
4	
5	
6	

Given orally a word, the student says the number of syllables in the word.

0889

Syllabication	132	002	004	005	003	000

1	*
2	*
3	*
4	
5	
6	

Given a word, the student says its syllables.

0890

Syllabication	132	002	004	005	004	000

1	*
2	*
3	*
4	
5	
6	

Given a word, the student designates the number of syllables in the word.

0891

Syllabication: Accent	133	002	004	005	005	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its syllables.

0892

Syllabication: Accent	133	002	004	005	006	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student writes each syllable.

0893

Syllabication: Accent	133	002	004	005	007	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its primary accented syllable.

0894

Syllabication: Accent	133	002	004	005	008	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its secondary accented syllable(s).

0895

Syllabication: Accent	133	002	004	005	009	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its unstressed syllable(s).

0896

Syllabication: Accent	133	002	004	005	010	000

1	*
2	*
3	
4	
5	
6	

Given a word, the student designates its primary and secondary accented syllables and its unstressed syllables. (I.e. con trac tion)

0897

Heteronyms: Pronunciation	134	002	004	005	011	000

1	
2	*
3	*
4	
5	
6	

Given two sentences containing a heteronym, the student reads the sentences orally. (He sang bass in the choir.
She caught a bass fishing.)

0898

Heteronyms: Pronunciation	134	002	004	005	012	000

1	
2	*
3	*
4	
5	
6	

Given a heteronym, the student designates the accents which differentiate the words (E.g. cón tract
con tráct)

0899

Syllabication: Accent	133	002	004	005	016	000

1	*
2	*
3	
4	
5	
6	

Given orally a word and given the word divided into syllables, the student designates its primary accent.

0900

Syllabication	132	002	004	005	020	000

1	*
2	*
3	*
4	
5	
6	

Given a word divided into syllables, the student designates whether or not the syllabication is correct.

0901

Syllabication	132	002	004	005	023	000

1	*
2	*
3	*
4	
5	
6	

Given orally and visually a word, the student designates its syllables.

0902

1	
2	
3	
4	
5	
6	

Prefixes: Identification	135	002	004	006	001	000

1	
2	*
3	*
4	*
5	
6	

Given two or more words, the students designates those with prefixes.

0903

Prefixes: Identification	135	002	004	006	002	000

1	
2	*
3	*
4	*
5	
6	

Given a word, the student designates its prefix.

0904

Prefixes: Identification	135	002	004	006	003	000

1	
2	*
3	*
4	*
5	
6	

Given a word root, the student designates a prefix with which it could be combined.

0905

Prefixes: Identification	135	002	004	006	004	000

1	
2	*
3	*
4	*
5	
6	

Given a word, the student writes its prefix.

0906

Prefixed Words	136	002	004	006	005	000

1	
2	*
3	*
4	*
5	
6	

Given an incomplete sentence, the student writes the missing prefixed word.

0907

Prefixed Words	136	002	004	006	006	000

1	
2	*
3	*
4	*
5	
6	

Given a definition of a prefixed word and given visually a word root, the student designates the prefixed word.

0908

Prefixed Words	136	002	004	006	007	000

1	
2	*
3	*
4	*
5	
6	

Given a definition of a prefixed word and given visually a word root, the student writes the prefixed word.

0909

Prefixed Words	136	002	004	006	008	000

1	
2	*
3	*
4	*
5	
6	

Given orally a prefixed word, the student spells (writes) it.

0910

Prefixes: Definition and Meaning	137	002	004	006	009	000

1	
2	*
3	*
4	*
5	
6	

Given a prefix, the student designates its definition.

0911

Prefixes: Definition and Meaning	137	002	004	006	010	000

1	
2	*
3	*
4	*
5	
6	

Given a prefix, the student writes its definition.

0912

Prefixed Words	136	002	004	006	011	000

1	
2	*
3	*
4	*
5	
6	

Given orally a prefixed word, the student orally spells it.

0913

Prefixes: Definition and Meaning	137	002	004	006	012	000

1	
2	*
3	*
4	*
5	
6	

Given a phrase, the student designates a prefix that means the same. (E.g. having to do with water - aqua as in aqualung.)

0914

Roots: Definition and Identification	138	002	004	006	013	000

1	
2	*
3	*
4	*
5	
6	

Given a word, the student designates its root.

0915

Roots: Definition and Identification	138	002	004	006	014	000

1	
2	*
3	*
4	*
5	
6	

Given a word, the student writes its root.

0916

Roots: Definition and Identification	138	002	004	006	015	000

1	
2	*
3	*
4	*
5	
6	

Given a word root, the student designates its definition.

0917

Roots: Definition and Identification	138	002	004	006	016	000

1	
2	*
3	*
4	*
5	
6	

Given a word root, the student writes its definition.

0918

Suffixes: Identification	139	002	004	006	017	0

1	
2	*
3	*
4	*
5	
6	

Given a word root, the student designates a suffix with which it could be combined.

0919

Suffixes: Identification	139	002	004	006	018	00

1	
2	*
3	*
4	*
5	
6	

Given a suffixed word, the student writes its suffix.

0920

Suffixes: Identification	139	002	004	006	019	00

1	
2	*
3	*
4	*
5	
6	

Given two or more words, the student designates those words with a suffix.

0921

Suffixes: Identification	139	002	004	006	020	000

1	
2	*
3	*
4	*
5	
6	

Given a suffixed word, the student designates its suffix.

0922

Suffixes: Definition and Meaning	140	002	004	006	021	000

1	
2	*
3	*
4	*
5	
6	

Given a phrase, the student designates a suffix that means the same. (E.g. having a great deal of something - ful as in bountiful, beautiful.)

0923

Suffixed Words	141	002	004	006	022	000

1	
2	*
3	*
4	*
5	
6	

Given orally a suffixed word, the student orally spells it.

0924

Suffixed Words	141	002	004	006	023	000

1	
2	*
3	*
4	*
5	
6	

Given a definition of a suffixed word and given a word root, the student designates the suffixed word.

0925

Suffixed Words	141	002	004	006	024	000

1	
2	*
3	*
4	*
5	
6	

Given a definition of a suffixed word and given a word root, the student writes the suffixed word.

0926

Suffixes: Definition and Meaning	140	002	004	006	025	000

1	
2	*
3	*
4	*
5	
6	

Given a suffix, the student designates its definition.

0927

Suffixes: Definition and Meaning	140	002	004	006	026	000

1	
2	*
3	*
4	*
5	
6	

Given a suffix, the student writes its definition.

0928

Suffixed Words	141	002	004	006	027	000

1	
2	*
3	*
4	*
5	
6	

Given an incomplete sentence, the student designates the missing suffixed word.

0929

Roots in Word Definitions	142	002	004	006	028	000

1	
2	
3	*
4	*
5	
6	

Given a new word and given a definition of its root, the student designates the meaning of the word.

0930

Roots in Word Definitions	142	002	004	006	029	000

1	
2	
3	*
4	*
5	
6	

Given a new word and given a definition of its root, the student writes the meaning of the word.

0931

Prefixes in Word Definitions	143	002	004	006	030	000

1	
2	
3	*
4	*
5	
6	

Given a new word and given visually a definition of its prefix, the student writes the meaning of the word.

0932

Prefixes in Word Definitions	143	002	004	006	031	000

1	
2	
3	*
4	*
5	
6	

Given a new word and given visually a definition of its prefix, the student designates the meaning of the word.

0933

Prefixes in Word Definitions	143	002	004	006	032	000

1	
2	
3	*
4	*
5	
6	

Given a word and given a prefix, the student writes how adding the prefix would change the meaning of the word.

0934

Prefixes in Word Definitions 143 002 004 006 033 000

1	
2	
3	*
4	*
5	
6	

Given a word and given a prefix, the student designates how adding the prefix would change the meaning of the word.

0935

Prefixes in Word Definitions 143 002 004 006 034 000

1	
2	
3	*
4	*
5	
6	

Given a sentence, the student adds a prefix to a word and writes a paraphrase of the original sentence. (E.g. They are not equal. - They are unequal.)

0936

Prefixes in Word Definitions 143 002 004 006 035 000

1	
2	
3	*
4	*
5	
6	

Given a prefixed word, the student writes a sentence using the word.

0937

Suffixes in Word Definitions 144 002 004 006 036 000

1	
2	
3	*
4	*
5	
6	

Given a new word and given a definition of its suffix, the student designates the meaning of the word.

0938

Suffixes in Word Definitions	144	002	004	006	037	000

1	
2	
3	*
4	*
5	
6	

Given a word and given a suffix, the student writes how adding the suffix would change the meaning of the word.

0939

Suffixes in Word Definitions	144	002	004	006	038	000

1	
2	
3	*
4	*
5	
6	

Given a word and given a suffix, the student designates how adding the suffix would change the meaning of the word.

0940

Suffixes in Word Definitions	144	002	004	006	039	000

1	
2	
3	*
4	*
5	
6	

Given a sentence, the student adds a suffix to a word and writes a paraphrase of the original sentence. (E.g. She is a beauty. - She is beautiful.)

0941

Suffixed Words	141	002	004	006	040	000

1	
2	*
3	*
4	*
5	
6	

Given a suffixed word, the student writes a sentence using it.

0942

Suffixes: Definition and Meaning	140	002	004	006	041	000

1	
2	
3	*
4	*
5	*
6	

Given a new word and given a definition of its suffix, the student writes the meaning of the word.

0943

Prefixes in Word Definitions	143	002	004	006	042	000

1	
2	
3	*
4	*
5	
6	

Given a word with a prefix and given the meaning of the word, the student designates the meaning of another word with the same prefix.

0944

Prefixes: Identification	135	002	004	006	043	000

1	
2	*
3	*
4	*
5	
6	

Given a sentence, the student designates the word(s) with a prefix.

0945

Prefixes in Word Definitions	143	002	004	006	046	000

1	
2	
3	*
4	*
5	
6	

Given the meaning of a word with a prefix, the student designates the word.

0946

Prefixes: Definition and Meaning	137	002	004	006	047	000

1	
2	*
3	*
4	*
5	
6	

Given the meaning of a prefix, the student designates the word with the prefix.

0947

Prefixed Words	136	002	004	006	049	000

1	
2	*
3	*
4	*
5	
6	

Given an incomplete sentence and given two or more words with the same prefix, the student designates the missing prefixed word.

0948

Prefixes: Identification	135	002	004	006	053	000

1	
2	*
3	*
4	*
5	
6	

Given a sentence with an incomplete word, the student designates the missing prefix.

0949

Prefixes: Definition and Meaning	137	002	004	006	054	000

1	
2	*
3	*
4	*
5	
6	

Given a word with a prefix, the student designates the meaning of the word.

0950

Prefixes: Definition and Meaning	137	002	004	006	055	000

1	
2	*
3	*
4	*
5	
6	

Given a word with a prefix, the student writes the meaning of the word.

0951

Prefixes: Definition and Meaning	137	002	004	006	059	000

1	
2	*
3	*
4	*
5	
6	

Given the meaning of a prefix and given a word with the prefix, the student designates the meaning of the word.

0952

Suffixes: Definition and Meaning	140	002	004	006	061	000

1	
2	*
3	*
4	*
5	
6	

Given a word and given the definition of the word with a suffix, the student designates the correct suffix.

0953

Suffixes: Definition and Meaning	140	002	004	006	062	000

1	
2	*
3	*
4	*
5	
6	

Given a sentence with an incomplete word, the student designates the missing suffix.

0954

Suffixed Words	141	002	004	006	064	000

1	
2	*
3	*
4	*
5	
6	

Given a sentence with an incomplete suffixed word, the student writes the missing word root.

0955

Suffixes: Definition and Meaning	140	002	004	006	065	000

1	
2	*
3	*
4	*
5	
6	

Given a word with a suffix, the student designates the meaning of the word.

0956

Suffixed Words	141	002	004	006	066	000

1	
2	*
3	*
4	*
5	
6	

Given a word and given a suffix, the student writes the word with the suffix.

0957

Suffixes: Definition and Meaning	140	002	004	006	067	000

1	
2	*
3	*
4	*
5	
6	

Given a list of words with the same suffix and given their meanings in random order, the student designates the meaning of each word.

0958

Suffixes: Identification	139	002	004	006	070	000

1	
2	*
3	*
4	*
5	
6	

Given an incomplete sentence and given a list of words with the same suffix, the student designates the missing word.

0959

Suffixed Words	141	002	004	006	071	000

1	
2	*
3	*
4	*
5	
6	

Given a verb and given a suffix, the student writes a noun by combining the verb and the suffix.

0960

Suffixed Words	141	002	004	006	072	000

1	
2	*
3	*
4	*
5	
6	

Given a noun and given a suffix, the student writes an adjective by combining the noun and the suffix.

0961

Suffixed Words	141	002	004	006	073	000

1	
2	*
3	*
4	*
5	
6	

Given a verb and given a suffix, the student writes an adjective by combining the verb and the suffix.

0962

Suffixed Words 141

002 004 006 075 000

1	
2	*
3	*
4	*
5	
6	

Given an adjective and given a suffix, the student writes an adverb by combining the adjective and the suffix.

0963

Suffixed Words 141

002 004 006 076 000

1	
2	*
3	*
4	*
5	
6	

Given a verb and given a suffix, the student writes a verb agent by combining the verb and the suffix.

0964

Prefixed Words 136

002 004 006 080 000

1	
2	*
3	*
4	*
5	
6	

Given a sentence with an incomplete word, the student designates the affix which completes the word.

0965 D: 139

Suffixes: Identification 139

002 004 006 080 000

1	
2	*
3	*
4	*
5	
6	

Given a sentence with an incomplete word, the student designates the affix which completes the word.

0965 D: 136

Prefixed Words	136	002	004	006	081	000

1	
2	*
3	*
4	*
5	
6	

Given two or more affixes and given two or more word roots and given the meaning of a word, the student writes the word defined by combining the correct affix and word root.

0966 D: 139

Suffixes: Identification	139	002	004	006	081	000

1	
2	*
3	*
4	*
5	
6	

Given two or more affixes and given two or more word roots and given the meaning of a word, the student writes the word defined by combining the correct affix and word root.

0966 D: 136

Roots in Word Definitions	142	002	004	006	083	000

1	
2	
3	*
4	*
5	
6	

Given two or more word roots and given two or more affixes, the student writes words by combining the word roots and the affixes.

0967

1	
2	
3	
4	
5	
6	

VOCABULARY SKILLS

003

INCORPORATE LISTENING AND SPEAKING SKILLS INTO READING VOCABULARY

003 001

New Words: Dictionary 145 003 001 001 000 000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection. the student writes a list of the words he doesn't know and copies their definitions from a dictionary.

0968

New Words: Dictionary 145 003 001 002 000 000

1	
2	*
3	*
4	*
5	*
6	*

Given orally two or more new words, the student writes the words and copies their definitions from a dictionary.

0969

New Words: Dictionary 145 003 001 003 000 000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a new word, the student locates (points to) the word in a dictionary and reads silently its definition.

0970

New Words: Dictionary 145 003 001 004 000 000

1	
2	*
3	*
4	*
5	*
6	*

Given a word in dictionary phonetic symbols, the student says the word.

0971

New Words: Dictionary	145	003	001	005	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a new word, the student locates (points to) the word in a dictionary and pronounces it.

0972

Pictures: Word Descriptions	146	003	001	006	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture, the student writes a sentence that describes it.

0973

Pictures: Word Descriptions	146	003	001	007	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture, the student writes a phrase that describes it.

0974

Pictures: Word Descriptions	146	003	001	008	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture, the student writes a word that describes it.

0975

Pictures: Word Descriptions	146	003	001	009	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture and given two or more sentences, the student designates the sentence which best describes the picture.

0976

Pictures: Word Descriptions	146	003	001	010	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture and given two or more phrases, the student designates the phrase which best describes the picture.

0977

Pictures: Word Descriptions	146	003	001	011	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture and given two or more words, the student designates the word which best describes the picture.

0978

Pictures: Word Descriptions	146	003	001	012	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a new word, the student points to a picture that illustrates the word.

0979

Word Knowledge: Using & Defining Words	147	003	001	013	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a familiar word, the student writes a sentence using it.

0980

Word Knowledge: Using & Defining Words	147	003	001	014	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a familiar word, the student says a sentence using it.

0981

Word Knowledge: Using & Defining Words	147	003	001	015	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a familiar word, the student writes its meaning.

0982

Word Knowledge: Using & Defining Words	147	003	001	016	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a familiar word, the student designates its meaning.

0983

Word Knowledge: Using & Defining Words	147	003	001	017	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a definition, the student writes the word defined.

0984

Word Knowledge: Using & Defining Words	147	003	001	018	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a definition, the student designates the word defined.

0985

Locating Words	150	003	001	019	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a familiar phrase, the student designates the phrase in the selection.

0986

Locating Words	150	003	001	020	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a familiar word, the student designates the word in the selection.

0987

Locating Words	150	003	001	021	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence and given orally a word, the student designates the word dictated.

0988

Locating Words	150	003	001	022	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a phrase and given orally a word, the student points to the word dictated.

0989

Locating Words	150	003	001	023	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a list of words and given orally a word, the student designates the word dictated.

0990

Locating Words	150	003	001	024	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence and given orally a word, the student points to the word dictated.

0991

Locating Words	150	003	001	025	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a phrase and given orally a word, the student points to the word dictated.

0992

Locating Words	150	003	001	026	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a list of words and given orally a word, the student points to the word dictated.

0993

Pictures: Word Descriptions	146	003	001	027	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student designates the picture that illustrates the word.

0994

Pictures: Word Descriptions	146	003	001	028	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture, the student designates the word that the picture illustrates.

0995

Sight Vocabulary	149	003	001	030	000	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a familiar word from a selected word list (e.g. Dolch List), the student reads it orally.

0996

Word Knowledge: Colors & Numbers	148	003	001	031	000	000

1	*
2	*
3	
4	
5	
6	

Given a color, the student designates the name of the color.

0997

Word Knowledge: Colors & Numbers	148	003	001	032	000	000

1	*
2	*
3	
4	
5	
6	

Given a color, the student writes the name of the color.

0998

Word Knowledge: Colors & Numbers	148	003	001	033	000	000

1	*
2	*
3	
4	
5	
6	

Given a number, the student designates the name of the number.

0999

Word Knowledge: Colors & Numbers | 148 | 003 | 001 | 034 | 000 | 000

1	*
2	*
3	
4	
5	
6	

Given the name of a number, the student writes the number.

1000

Word Knowledge: Colors & Numbers | 148 | 003 | 001 | 035 | 000 | 000

1	*
2	*
3	
4	
5	
6	

Given a number, the student writes its name.

1001

Sight Vocabulary | 149 | 003 | 001 | 036 | 000 | 000

1	*
2	*
3	*
4	*
5	*
6	*

Given orally a word from a selected word list (e.g. Dolch List), the student prints the word.

1002

Sight Vocabulary | 149 | 003 | 001 | 037 | 000 | 000

1	*
2	*
3	*
4	*
5	*
6	*

Given orally a familiar word from a selected word list (e.g. Dolch List), the student prints the word.

1003

Sight Vocabulary	149	003	001	038	000	000

1	*
2	*
3	*
4	*
5	*
6	*

Given orally a familiar word from a selected word list (e.g. Dolch List), the student writes the word.

1004

Sight Vocabulary	149	003	001	039	000	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a word from a familiar book, the student reads it orally.

1005

Pictures: Word Descriptions	146	003	001	040	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture of an object, the student designates the name of the object.

1006

Pictures: Word Descriptions	146	003	001	041	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture, the student designates the prepositional phrase that the picture illustrates.

1007

RECOGNIZE AND USE SYNONYMS, HOMONYMS, ANTONYMS, AND HETERONYMS

003 002

Heteronyms: Definitions	151	003	002	001	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a word which is a heteronym, the student writes two sentences to illustrate the different meanings of the word.

1008

Heteronyms: Definitions	151	003	002	002	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a word which is a heteronvm, the student designates its meanings.

1009

Antonyms	152	003	002	003	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a pair of antonyms, the student writes their meanings.

1010

Antonyms	152	003	002	004	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a pair of antonyms. the student designates their meanings.

1011

Antonyms	152	003	002	005	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student writes an antonym.

1012

Antonyms	152	003	002	006	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student designates an antonym.

1013

Antonyms	152	003	002	007	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student says an antonym.

1014

Antonyms	152	003	002	008	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more words, the student designates those which are antonyms.

1015

Antonyms 152 003 002 009 000 000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection containing one or more pairs of antonyms, the student designates the antonyms.

1016

Antonyms 152 003 002 010 000 000

1	
2	*
3	*
4	*
5	*
6	*

Given a pair of words, the student designates whether or not they are antonyms.

1017

Homonyms 153 003 002 011 000 000

1	
2	*
3	*
4	*
5	*
6	*

Given a pair of homonyms, the student writes their meanings.

1018

Homonyms 153 003 002 012 000 000

1	
2	*
3	*
4	*
5	*
6	*

Given a pair of homonyms, the student designates their meanings.

1019

Homonyms	153	003	002	013	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student writes a homophone.

1020

Homonyms	153	003	002	014	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student designates a homophone.

1021

Homonyms	153	003	002	015	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student says a homonym.

1022

Homonyms	153	003	002	016	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more words, the student designates those which are homonyms.

1023

Homonyms	153	003	002	017	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a selection containing two or more homonyms, the student designates the homonyms.

1024

Homonyms	153	003	002	018	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a pair of words, the student designates whether or not they are homonyms.

1025

Synonyms	154	003	002	019	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a word, the student writes a synonym.

1026

Synonyms	154	003	002	020	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a word, the student designates a synonym.

1027

Synonyms 154

003 002 021 000 000

1
2 *
3 *
4 *
5 *
6 *

Given a word, the student says a synonym.

1028

Synonyms 154

003 002 022 000 000

1
2 *
3 *
4 *
5 *
6 *

Given three or more words, the student designates those which are synonyms.

1029

Synonyms 154

003 002 023 000 000

1
2 *
3 *
4 *
5 *
6 *

Given a selection containing two or more synonyms, the student designates the synonyms.

1030

Synonyms 154

003 002 024 000 000

1
2 *
3 *
4 *
5 *
6 *

Given a pair of words, the student designates whether or not they are synonyms.

1031

Homonyms	153	003	002	025	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given one or more sentences, the student designates the homophones.

1032

Synonyms	154	003	002	034	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence. the student designates the synonyms.

1033

Antonyms	152	003	002	035	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two words, the student designates whether they are synonyms or antonyms.

1034 D: 154

Synonyms	154	003	002	035	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two words, the student designates whether they are synonyms or antonyms.

1034 D: 152

Synonyms	154	003	002	037	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence with a specified word and given a thesaurus, the student writes a synonym.

1035

Synonyms	154	003	002	038	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word and given the first letter of a synonym, the student writes the synonym.

1036

Antonyms	152	003	002	045	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence with a specified word, the student designates an antonym.

1037

Antonyms	152	003	002	046	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word. the student designates two antonyms for the word.

1038

WORDS AND CONTEXT

003 003

Word Meaning from Context	156	003	003	001	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence with a multi-meaning word, the student designates the meaning of the word.

1039 D: 162

Connotation, Denotation, and Nuance	162	003	003	001	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence with a multi-meaning word, the student designates the meaning of the word.

1039 D: 156

Word Usage in Context	155	003	003	002	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete sentence, the student designates the missing word.

1040

Word Usage in Context	155	003	003	003	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete selection, the student designates the missing words.

1041

Word Usage in Context	155	003	003	004	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student designates the inappropriate word.

1042

Word Meaning from Context	156	003	003	005	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence with a specified word, the student designates the meaning of the word.

1043

Pictures: Word Descriptions	146	003	003	008	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a multi-meaning word and given a picture illustrating one of its meanings, the student designates the meaning.

1044 D: 162

Connotation, Denotation, and Nuance	162	003	003	008	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a multi-meaning word and given a picture illustrating one of its meanings, the student designates the meaning.

1044 D: 146

RECOGNIZE HISTORICAL ORIGINS OF WORDS

003 004

Etymologies and Origins of Words	157	003	004	001	000	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection, the student designates the words or phrases whose meanings have changed since the selection was written.

1045

Etymologies and Origins of Words	157	003	004	002	000	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with specified words or phrases whose meanings have changed since the selection was written, the student designates the past and present of each word or phrase.

1046

Etymologies and Origins of Words	157	003	004	003	000	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with specified words or phrases whose meanings have changed since the selection was written, the student writes the past and present meanings of each word or phrase.

1047

Etymologies and Origins of Words	157	003	004	004	000	000

1	
2	
3	*
4	*
5	*
6	*

Given a familiar phrase, the student designates its origin. (E.g. to get down to brass tacks)

1048

Etymologies and Origins of Words	157	003	004	005	000	000

1	
2	
3	*
4	*
5	*
6	*

Given a familiar word (e.g. silly), the student designates its origin.

1049

Etymologies and Origins of Words	157	003	004	006	000	000

1	
2	
3	*
4	*
5	*
6	*

Given a sentence with a new word and given its etymology, the student writes a definition of the word.

A chicken is a biped.
< L biped= (s. of bipes)
bi= (two) + ped= pes (foot)
student writes: biped - a two=footed animal)

1050

Etymologies and Origins of Words	157	003	004	007	000	000

1	
2	
3	*
4	*
5	*
6	*

Given a sentence with a new word and given its etymology, the student designates the meaning of the word.

1051

1	
2	
3	
4	
5	
6	

RECOGNIZE AND USE NON-LITERAL LANGUAGE

003 005

Figures of Speech	158	3	005	001	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a figure of speech, the student writes a sentence using it.

1052

Figures of Speech	158	003	005	002	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete sentence, the student designate the missing figure of speech.

1053

Figures of Speech	158	003	005	003	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a figure of speech, the student designates its meaning.

1054

Figures of Speech	158	003	005	004	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a figure of speech, the student says its meaning.

1055

Figures of Speech	158	003	005	005	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a figure of speech, the student designates the incomplete sentence which it best completes.

1056

Figures of Speech	158	003	005	006	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection with a specified figure of speech, the student designates the figure of speech.

1057

Figurative & Literal Language: Designate	188	003	005	007	000	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection containing both literal and figurative passages, the student designates the literal passages.

1058

Figurative & Literal Language: Designate	188	003	005	008	000	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection containing both literal and figurative passages, the student designates the figurative passages.

1059

Idiomatic Expressions	159	003	005	009	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an idiomatic expression, the student writes a sentence using it.

1060

Idiomatic Expressions	159	003	005	010	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an idiomatic word, the student writes a sentence using it.

1061

Idiomatic Expressions	159	003	005	011	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete sentence, the student designates the missing idiomatic expression.

1062

Idiomatic Expressions	159	003	005	012	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete sentence, the student designates the missing idiomatic word.

1063

Idiomatic Expressions	159	003	005	013	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student designates the idiomatic expression.

1064

Idiomatic Expressions	159	003	005	014	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student designates the idiomatic word.

1065

Idiomatic Expressions	159	003	005	015	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more phrases, the student designates the idiomatic expression.

1066

Idiomatic Expressions	159	003	005	016	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a list of words, the student designates the idiomatic words.

1067

Colloquialisms	160	003	005	017	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a colloquial phrase, the student writes a sentence using it.

1068

Colloquialisms	160	003	005	018	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a colloquial word, the student writes a sentence using it.

1069

Colloquialisms	160	003	005	019	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete sentence, the student designates the missing colloquial phrase.

1070

Colloquialisms	160	003	005	020	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete sentence, the student designates the missing colloquial word.

1071

Colloquialisms	160	003	005	021	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student designates the colloquial phrase.

1072

Colloquialisms	160	003	005	022	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student designates the colloquial word.

1073

Colloquialisms	160	003	005	023	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more phrases. the student designates the colloquial phrase.

1074

Colloquialisms	160	003	005	024	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a list of words, the student designates the colloquial words.

1075

Onomatopoeia	161	003	005	025	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an onomatopoeia, the student writes a sentence using it.

1076

Onomatopoeia	161	003	005	026	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete sentence, the student designates the missing onomatopoeia.

1077

Onomatopoeia	161	003	005	027	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a list of words, the student designates the onomatopoeia.

1078

Onomatopoeia	161	003	005	028	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student designates the onomatopoeia.

1079

Onomatopoeia	161	003	005	029	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a phrase, the student designates the onomatopoeia which matches the phrase. (E.g. a dog's bark - bow-wow)

1080

Onomatopoeia	161	003	005	030	000	000

1
2 *
3 *
4 *
5 *
6 *

Given a picture, the student designates the onomatopoeia the picture illustrates.

1081

1
2
3
4
5
6

1
2
3
4
5
6

RECOGNIZE DENOTATION, CONNOTATION,
AND NUANCE

003 006

Connotation, Denotation, and Nuance	162	003	006	001	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more words of similar denotation, the student designates one connotation for each word.

1082

Connotation, Denotation, and Nuance	162	003	006	002	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more words of similar denotation, the student designates one nuance for each word.

1083

Connotation, Denotation, and Nuance	162	003	006	003	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more incomplete sentences and given two or more words with similar meanings but different nuances, the student writes the missing words.

1084

Connotation, Denotation, and Nuance	162	003	006	004	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more incomplete sentences and given two or more words with similar meanings but different nuances, the student designates the missing words.

1085

Connotation, Denotation, and Nuance	162	003	006	005	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more incomplete sentences and given two or more words with similar meanings but different connotations, the student writes the missing words.

1086

Connotation, Denotation, and Nuance	162	003	006	006	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more incomplete sentences and given two or more words with similar meanings but different connotations, the student designates the missing words.

1087

Connotation, Denotation, and Nuance	162	003	006	007	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more words with similar meanings but different connotations, the student writes two or more sentences to illustrate the different connotations.

1088

Connotation, Denotation, and Nuance	162	003	006	008	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student designates two or more different connotations of the word.

1089

Connotation, Denotation, and Nuance	162	003	006	009	000	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word with two or more different connotations, the student writes two or more sentences to illustrate the different connotations.

1090

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

COMPREHENSION SKILLS

004

LITERAL COMPREHENSION

004 001

Titles 163

004	001	001	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given an untitled selection, the student designates the title.

1091

Titles 163

004	001	001	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given an untitled selection, the student writes a title.

1092

Titles: Oral 164

004	001	001	003	000

1	*
2	*
3	
4	
5	
6	

Given orally an untitled selection, the student says a title.

1093

Main Ideas 165

004	001	001	004	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a paragraph, the student designates its main idea.

1094

Main Ideas	165	004 001 001 005 000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates its main idea.

1095

Main Ideas: Written	166	004 001 001 006 000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes its main idea.

1096

Summaries	167	004 001 001 007 000

1	-
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the summary of it.

1097

Summaries	167	004 001 001 008 000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes a summary of it.

1098

Summaries	167	004	001	001	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says a summary of it.

1099

Main Ideas	165	004	001	001	010	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection and given the main idea(s) of the selection, the student designates the subordinate idea(s) for the main idea(s).

1100 D: 168

Main/Subordinate Ideas	168	004	001	001	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given the main idea(s) of the selection, the student designates the subordinate idea(s) for the main idea(s).

1100 D: 165

Main/Subordinate Ideas	168	004	001	001	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given the main idea(s) of a selection, the student writes the subordinate idea(s) for the main idea(s).

1101

Main Ideas	165	004	001	001	012	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection and given the main idea(s) of the selection, the student says the subordinate idea(s) for the main idea(s).

1102 D: 168

Main/Subordinate Ideas	168	004	001	001	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given the main idea(s) of the selection, the student says the subordinate idea(s) for the main idea(s).

1102 D: 165

Paraphrases	169	004	001	001	016	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the paraphrase of the selection.

1103

Paraphrases	169	004	001	001	017	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes a paraphrase of the selection.

1104

Paraphrases	169	004	001	001	018	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says a paraphrase of the selection.

1105

Key Words, Phrases, & Passages: Designate	170	004	001	001	019	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the key words.

1106

Key Words, Phrases, & Passages: Designate	170	004	001	001	020	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the important phrases.

1107

Key Words, Phrases, & Passages: Designate	170	004	001	001	021	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the important passages.

1108

Key Words, Phrases, & Passages: Designate	170	004	001	001	022	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the key words and the important phrases and passages.

1109

Key Words, Phrases, & Passages: Written	171	004	001	001	023	000

1	
2	*
3	*
4	*
5	*
6	

Given a selection, the student writes the key words.

1110

Key Words, Phrases, & Passages: Designate	170	004	001	001	024	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says the key words and the important phrases and passages.

1111

Key Words, Phrases, & Passages: Written	171	004	001	001	025	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes the important phrases and why they are important.

1112

Key Words, Phrases, & Passages: Written	171	004	001	001	026	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes the important passages and why they are important.

1113

Key Words, Phrases, & Passages: Written	171	004	001	001	027	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes the key words and the important phrases and passages.

1114

Key Words, Phrases, & Passages: Designate	170	004	001	001	028	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says the key words.

1115

Key Words, Phrases, & Passages: Designate	170	004	001	001	029	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says which phrases are important.

1116

Key Words, Phrases, & Passages: Designate	170	004	001	001	030	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says which passages are important.

1117

Main Ideas: Oral	172	004	001	001	031	000

1	*
2	
3	
4	
5	
6	

Given orally a selection. the student says the main ideas(s).

1118

Main Ideas: Oral	172	004	001	001	032	000

1	*
2	
3	
4	
5	
6	

Given orally a selection and given two or more pictures, the student points to the picture which illustrates the main idea of the selection.

1119

Summaries: Oral	173	004	001	001	033	000

1	*
2	*
3	
4	
5	
6	

Given orally a selection, the student says a summary.

1120

Paraphrases 169

004	001	001	034	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a selection, the student says a paraphrase.

1121

Titles: Oral 164

004	001	001	035	000

1	*
2	*
3	
4	
5	
6	

Given orally an untitled selection and given orally two or more titles, the student says the title which is the best.

1122

Paraphrases 169

004	001	001	036	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a selection and given orally two or more paraphrases, the student says which paraphrase is the best.

1123

Summaries: Oral 173

004	001	001	037	000

1	*
2	*
3	
4	
5	
6	

Given orally a selection and given orally two or more summaries, the student says which summary is best.

1124

Main Ideas: Oral	172	004	001	001	038	000

1	*
2	
3	
4	
5	
6	

Given orally a selection and given orally two or more main ideas, the student says which is the main idea(s) of the selection.

1125

Main Ideas	165	004	001	001	046	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a phrase, the student designates the picture that best illustrates it.

1126

Main Ideas	165	004	001	001	047	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student designates the picture that best illustrates it.

1127

1	
2	
3	
4	
5	
6	

Titles of Selections 174

004 001 002 002 000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar selection, the student says the title of the selection.

1128

Titles of Selections 174

004 001 002 003 000

1	
2	*
3	*
4	*
5	*
6	*

Given an event from a familiar selection, the student writes the title of the selection.

1129

Titles of Selections 174

004 001 002 004 000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar selection, the student writes the title of the selection.

1130

Titles of Selections 174

004 001 002 005 000

1	
2	*
3	*
4	*
5	*
6	*

Given an event from a familiar selection, the student designates the title of the selection.

1131

Titles of Selections	174	004	001	002	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar selection, the student designates the title of the selection.

1132

Details	175	004	001	002	007	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about a detail in the selection, the student writes the answer.

1133

Details	175	004	001	002	008	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about a detail in the selection, the student designates the answer.

1134

Details	175	004	001	002	009	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes (lists) its details.

1135

Details	175	004	001	002	010	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates its details.

1136

Main Ideas	165	004	001	002	012	000

1	*
2	*
3	*
4	*
5	*
6	*

Given two or more lines from a familiar selection, the student says the line(s) which gives the main idea(s) of the selection.

1137

Main Ideas: Written	166	004	001	002	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more lines from a familiar selection, the student writes (lists) the line(s) which gives the main idea(s) of the selection.

1138

Main Ideas	165	004	001	002	016	000

1	*
2	*
3	*
4	*
5	*
6	*

Given two or more lines from a familiar selection, the student designates the line(s) which gives the main idea(s) of the selection.

1139

Details	175	004	001	002	017	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about a detail in the selection, the student says the answer.

1140

Details	175	004	001	002	018	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says its details.

1141

Details	175	004	001	002	019	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about the selection, the student designates the picture that is the answer.

1142

1	
2	
3	
4	
5	
6	

Sequence II	177	004	001	003	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says the main events in the order of occurrence.

1143

Sequence I	176	004	001	003	002	000

1	*
2	*
3	
4	
5	
6	

Given a selection. the student designates the main events in the order of occurrence.

1144 D: 177

Sequence II	177	004	001	003	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the main events in the order of occurrence.

1144 D: 176

Sequence II	177	004	001	003	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more words in random order, the student writes the words in a logical, grammatical sequence. (E.g. Took I bread the. - I took the bread.)

1145

5

Sequence II	177	004	001	003	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes a statement explaining why the order of events is effective.

1146

Sequence II	177	004	001	003	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes the ideas in the order of occurrence.

1147

Sequence II	177	004	001	003	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more words in random order, the student designates the words in a logical, grammatical sequence. (E.g. Took I bread the. - I took the bread .)

1148

Sequence I	176	004	001	003	007	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student designates the ideas in the order of occurrence.

1149 D: 177

Sequence II	177	004	001	003	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the ideas in the order of occurrence.

1149 D: 176

Sequence II	177	004	001	003	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates a statement explaining why the order of events is effective.

1150

Sequence II	177	004	001	003	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes the main events in the order of occurrence.

1151

Details	175	004	001	003	010	000

1	*
2	*
3	*
4	*
5	*
6	*

Given orally a selection, the student says the details in the order of occurrence.

1152

Details	175	004	001	003	011	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the details in the order of occurrence.

1153 D: 177

Sequence II	177	004	001	003	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection. the student designates the details in the order of occurrence.

1153 D: 175

Sequence II	177	004	001	003	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the pictures in the order of occurrence.

1154

Sequence II	177	004	001	003	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates two or more statements in the order of occurrence.

1155

Sequence I	176	004	001	003	015	000

1	*
2	*
3	
4	
5	
6	

Given a selection and given a question about time relationships, the student designates the answer.

1156 D: 177

Sequence II	177	004	001	003	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about time relationships, the student designates the answer.

1156 D: 176

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

INTERPRETATION

004 002

Relationships and Similarities	178	004	002	001	001	000

1	*
2	*
3	*
4	*
5	*
6	*

Given three or more statements, the student designates the logically related statements.

1157 D: 179

Relationships & Similarities: Written	179	004	002	001	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more statements, the student designates the logically related statements.

1157 D: 178

Relationships and Similarities	178	004	002	001	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given three or more words, the student designates the logically related words.

1158 D: 179

Relationships & Similarities: Written	179	004	002	001	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more words, the student designates the logically related words.

1158 D: 178

Relationships and Similarities	178	004	002	001	003	000

1	*
2	*
3	*
4	*
5	*
6	*

Given two or more words, statements, or passages, the student designates why or how they are logically related.

1159

Relationships & Similarities: Written	179	004	002	001	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more words and given two or more statements, the student writes (lists) the words and statements which are logically related.

1160

Relationships & Similarities: Written	179	004	002	001	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more words, statements, or passages, the student writes why or how they are logically related.

1161

Relationships and Similarities	178	004	002	001	006	000

1	*
2	*
3	*
4	*
5	*
6	*

Given two or more words and given two or more statements, the student designates the words and statements which are logically related.

1162

Relationships and Similarities	178	004	002	001	007	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a word, the student designates another word similar in meaning.

1163

Relationships & Similarities: Written	179	004	002	001	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student writes another word similar in meaning.

1164

Relationships and Similarities	178	004	002	001	009	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student designates another sentence similar in meaning.

1165

Relationships & Similarities: Written	179	004	002	001	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence, the student writes another sentence similar in meaning.

1166

Relationships and Similarities	178	004	002	001	011	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a phrase, the student designates another phrase similar in meaning.

1167

Relationships & Similarities: Written	179	004	002	001	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given a phrase, the student writes another phrase similar in meaning.

1168

Relationships & Similarities: Written	179	004	002	001	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more words, the student writes (lists) the logically related words.

1169

Relationships & Similarities: Written	179	004	002	001	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more statements, the student writes (lists) the logically related statements.

1170

Analogies: Written	180	004	002	001	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete analogy, the student writes the missing element. (E.g. cat: kitten
dog: ______)
(puppy)

1171

Class Concepts and Class Members	183	004	002	001	016	000

1	
2	*
3	*
4	*
5	*
6	*

Given a class (category), the student designates two or more members of the class (category).

1172

Class Concepts and Class Members	183	004	002	001	017	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more members of a class (category), the student designates the class (category). (E.g. cat, dog, etc. - animals)

1173

Class Concepts and Class Members	183	004	002	001	018	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more members of a class (category), the student designates one or more additional member(s) of the class (category).

1174

Class Concepts and Class Members: Oral	181

004	002	001	019	000

1	*
2	*
3	*
4	
5	
6	

Given orally a class (category), the student says the names of two or more members of the class (category). (E.g. animals: cat, dog etc.)

1175

Class Concepts and Class Members: Oral	181

004	002	001	020	000

1	*
2	*
3	*
4	
5	
6	

Given orally two or more members of a class (category), the student says one or more additional member(s) of the class (category).

1176 D: 183

Class Concepts and Class Members	183

004	002	001	020	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally two or more members of a class (category), the student says one or more additional member(s) of the class (category).

1176 D: 181

Class Concepts and Class Members: Oral	181

004	002	001	021	000

1	*
2	*
3	*
4	
5	
6	

Given orally two or more members of a class (category), the student designates one or more additional member(s) of the class (category).

1177 D: 183

Class Concepts and Class Members	183	004	002	001	021	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally two or more members of a class (category), the student designates one or more additional member(s) of the class (category).

1177 D: 181

Class Concepts and Class Members: Oral	181	004	002	001	022	000

1	*
2	*
3	*
4	
5	
6	

Given two or more pictures of members of a class (category), the student points to one or more pictures of additional member(s) of the class (category).

1178

Class Concepts and Class Members: Oral	181	004	002	001	023	000

1	*
2	*
3	*
4	
5	
6	

Given orally a class (category), the student points to the pictures of one or more additional member(s) of the class (category). (E.g. animals)

1179

Analogies: Oral	182	004	002	001	024	000

1	*
2	*
3	
4	
5	
6	

Given orally an analogy, the student says the relationship of its elements. (E.g. cat: kitten
dog: puppy)
(adult to baby animal)

1180

Analogies: Oral	182	004	002	001	025	000

1	*
2	*
3	
4	
5	
6	

Given orally an incomplete analogy, the student says the missing element. (E.g. cat: kitten
dog: ______)
(puppy)

1181

Analogies: Oral	182	004	002	001	026	000

1	*
2	*
3	
4	
5	
6	

Given orally an incomplete analogy and given two or more pictures, the student points to the picture of the missing element of the analogy. (E.g. cat: kitten
dog: ______)
(puppy)

1182

Class Concepts and Class Members: Oral	181	004	002	001	027	000

1	*
2	*
3	*
4	
5	
6	

Given orally a class (category) and given the names of two or more members, the student says which are members of the class (category).

1183 D: 183

Class Concepts and Class Members	183	004	002	001	027	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a class (category) and given the names of two or more members, the student says which are members of the class (category).

1183 D: 181

Class Concepts and Class Members	183	004	002	001	028	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more members of a class (category), the student writes one or more additional member(s) of the class (category).

1184

Class Concepts and Class Members	183	004	002	001	029	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more members of a class (category), the student writes the class (category).

1185

Analogies: Written	180	004	002	001	033	000

1	
2	*
3	*
4	*
5	*
6	*

Given the elements of an analogy, the student designates the relationship of its elements.
(E.g. cat: kitten
dog: puppy)
(adult to baby animals)

1186

Analogies: Written	180	004	002	001	034	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete analogy, the student designates the missing element. (E.g. cat: kitten
dog: ______)

1187

Relationships and Similarities	178	004	002	001	037	000

1	*
2	*
3	*
4	*
5	*
6	*

Given three or more related words, the student designates their common characteristic. (E.g. quick rocks
fast speed
rapid bridges)

1188

Relationships and Similarities	178	004	002	001	038	000

1	*
2	*
3	*
4	*
5	*
6	*

Given three or more words, the student designates the unrelated word.

1189

Relationships and Similarities	178	004	002	001	039	000

1	*
2	*
3	*
4	*
5	*
6	*

Given three or more related words with one word specified, the student designates whether the specified word is the most general or the most specific.

1190

1	
2	
3	
4	
5	
6	

Cause and Effect	184	004	002	002	001	000

1	*
2	*
3	
4	
5	
6	

Given a description of an event, the student designates the probable cause(s) of the event.

1191

Cause and Effect: Written	185	004	002	002	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a description of an event, the student writes the probable cause(s) of the event.

1192

Cause and Effect	184	004	002	002	003	000

1	*
2	*
3	
4	
5	
6	

Given a description of an event, the student designates the probable consequence(s) of the event.

1193

Cause and Effect: Written	185	004	002	002	004	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a description of an event, the student writes the probable consequence(s) of the event.

1194

Cause and Effect	184	004	002	002	005	000

1	*
2	*
3	
4	
5	
6	

Given a hypothetical situation, the student designates the probable cause(s).

1195

Cause and Effect: Written	185	004	002	002	006	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a hypothetical situation, the student writes about the probable cause(s).

1196

Cause and Effect	184	004	002	002	007	000

1	*
2	*
3	
4	
5	
6	

Given a hypothetical situation, the student designates the probable consequence(s).

1197

Cause and Effect: Written	185	004	002	002	008	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a hypothetical situation, the student writes about the probable consequence(s).

1198

Cause and Effect	184	004	002	002	009	000

1	*
2	*
3	
4	
5	
6	

Given a hypothetical situation, the student says the probable consequence(s).

1199

Cause and Effect	184	004	002	002	010	000

1	*
2	*
3	
4	
5	
6	

Given a selection involving cause and effect, the student designates the cause and the effect.

1200

Cause and Effect: Written	185	004	002	002	011	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection involving cause and effect, the student writes about the cause and the effect.

1201

Cause and Effect: Written	185	004	002	002	012	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a hypothetical situation, the student says the probable cause(s).

1202

Cause and Effect	184	004	002	002	013	000

1	*
2	*
3	
4	
5	
6	

Given a cause, the student designates the most likely effect.

1203

Cause and Effect	184	004	002	002	015	000

1	*
2	*
3	
4	
5	
6	

Given two or more causes and given two or more effects, the student designates the related causes and effects.

1204

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Inferences and Quotations: Designate	186

004	002	003	001	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student designates a quotation from it.

1205

Inferences and Quotations: Designate	186

004	002	003	002	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student designates the inferences to be drawn from it.

1206

Inferences and Quotations: Designate	186

004	002	003	003	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student writes about the inferences to be drawn from it.

1207 D: 187

Inferences: Written	187

004	002	003	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the inferences to be drawn from it.

1207 D: 186

Relationships and Similarities	178	004	002	003	004	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates statements which are direct quotations and statements which are inferred from the selection.

1208 D: 186

Inferences and Quotations: Designate	136	004	002	003	004	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student designates statements which are direct quotations and statements which are inferred from the selection.

1208 D: 178

Relationships and Similarities	178	004	002	003	005	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question, the student designates the answer on the basis of inferences drawn from the selection.

1209 D: 186

Inferences and Quotations: Designate	186	004	002	003	005	000

1	*
2	*
3	
4	
5	
6	

Given a selection and given a question, the student designates the answer on the basis of inferences drawn from the selection.

1209 D: 178

Inferences and Quotations: Designate	186	004	002	003	007	000

1	*
2	*
3	
4	
5	
6	

Given a hypothetical situation, the student designates the inferences drawn from the situation.

1210

Inferences: Written	187	004	002	003	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given a hypothetical situation, the student writes about inferences to be drawn from the situation.

1211

Relationships and Similarities	178	004	002	003	009	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a pair of similar statements, the student designates the differences in the meanings of the statements.

1212

Relationships & Similarities: Written	179	004	002	003	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a pair of similar statements, the student writes about the differences in the meanings of the statements.

1213

Inferences and Quotations: Designate	186	004	002	003	012	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete selection, the student designates the missing sentence.

1214

Inferences and Quotations: Designate	186	004	002	003	040	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete selection, the student designates the ending.

1215

Inferences: Written	187	004	002	003	041	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete selection, the student writes an ending.

1216

1	
2	
3	
4	
5	
6	

Figurative & Literal Language: Designate	188	004	002	004	001	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a descriptive selection, the student designates the sensory images.

1217

Figurative & Literal Language: Designate	188	004	002	004	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates the sensory images.

1218

Figurative & Literal Language: Designate	188	004	002	004	003	000

1	*
2	*
3	*
4	*
5	*
6	*

Given an example of figurative language, the student designates its translation into literal language.

1219

Figurative and Literal Language: Written	189	004	002	004	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given an example of figurative language, the student writes a translation into literal language.

1220

Figurative & Literal Language: Designate	188	004	002	004	005	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the symbolism.

1221 D: 285

Symbolism	285	004	002	004	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the symbolism.

1221 D: 188

Figurative & Literal Language: Designate	188	004	002	004	006	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the meaning of the symbolism.

1222 D: 285

Symbolism	285	004	002	004	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the meaning of the symbolism.

1222 D: 188

Figurative and Literal Language: Written	189	004	002	004	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the meaning of the symbolism.

1223 D: 285

Symbolism	285	004	002	004	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the meaning of the symbolism.

1223 D: 189

Idiomatic Expressions	159	004	002	004	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a picture, the student designates the idiomatic expression which the picture illustrates.

1224

Idiomatic Expressions	159	004	002	004	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given an idiom, the student designates its meaning.

1225

Figurative & Literal Language: Designate	188	004	002	004	014	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a simile, the student designates the two things compared.

1226

Figurative & Literal Language: Designate	188	004	002	004	015	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the metaphor.

1227

Figurative & Literal Language: Designate	188	004	002	004	017	000

1	
2	*
3	*
4	*
5	*
6	*

Given a figure of speech, the student designates whether it is a simile or a metaphor.

1228

1	
2	
3	
4	
5	
6	

Mood, Feeling, and Imagery	217	004	002	005	001	000

1	*
2	*
3	*
4	*
5	
6	

Given a selection, the student designates the emotion described in it.

1229

Dramatization of Character II	214	004	002	005	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete selection, the student designates the missing words that express the feelings of the characters.

1230 D: 215

Dramatization of Character I	215	004	002	005	003	000

1	*
2	*
3	
4	
5	
6	

Given an incomplete selection, the student designates the missing words that express the feelings of the characters.

1230 D: 214

Dramatization of Character II	214	004	002	005	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete selection, the student writes the missing words that express the feelings of the characters.

1231 D: 216

Mood, Feeling, and Imagery: Written	216	004	002	005	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given an incomplete selection, the student writes the missing words that express the feelings of the characters.

1231 D: 214

Mood, Feeling, and Imagery	217	004	002	005	005	000

1	*
2	*
3	*
4	*
5	
6	

Given a selection, the student designates the words which convey emotion.

1232

Mood, Feeling, and Imagery: Written	216	004	002	005	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes the words which convey emotion.

1233

Dramatization of Character II	214	004	002	005	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the emotional reactions of the characters.

1234 D: 215

Dramatization of Character I	215	004	002	005	009	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student designates the emotional reactions of the characters.

1234 D: 214

Dramatization of Character II	214	004	002	005	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the emotional reactions of the characters.

1235

Dramatization of Character II	214	004	002	005	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection with quotations by characters, the student designates the feelings of the characters implied by the quotations.

1236 D: 215

Dramatization of Character I	215	004	002	005	011	000

1	*
2	*
3	
4	
5	
6	

Given a selection with quotations by characters, the student designates the feelings of the characters implied by the quotations.

1236 D: 214

Dramatization of Character II	214	004	002	005	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection with quotations by characters, the student writes about the feelings of the characters implied by the quotations.

1237

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Fables 190

004	002	006	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more fables, the student designates the characteristics of a fable.

1238

Fables 190

004	002	006	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more fables, the student writes the characteristics of a fable.

1239

Story Moral 191

004	002	006	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates its moral.

1240

Story Moral 191

004	002	006	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes its moral.

1241

Conclusions	203	004	002	006	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the most logical conclusion to be drawn from it.

1242

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Compare/Contrast Information	192	004	002	007	001	000

1	
2	*
3	*
4	
5	
6	

Given three or more sentences, the student designates those which have opposite meanings.

1243

Compare/Contrast Information: Written	193	004	002	007	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more sentences, the student copies those which have opposite meanings.

1244

Paraphrases	169	004	002	007	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a paraphrase of a statement in the selection, the student designates the original statement in the selection.

1245

Compare/Contrast Information	192	004	002	007	004	000

1	
2	*
3	*
4	
5	
6	

Given two selections similar in theme, the student designates the similarities and differences in the selections.

1246

Compare/Contrast Information: Written	193	004	002	007	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given two selections similar in theme, the student writes about the similarities and differences in the selections.

1247

Compare/Contrast Information	192	004	002	007	006	000

1	
2	*
3	*
4	
5	
6	

Given two selections similar in mood, the student designates the similarities and differences in the selections.

1248

Compare/Contrast Information: Written	193	004	002	007	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given two selections similar in mood, the student writes about the similarities and differences in the selections.

1249

Compare/Contrast Information	192	004	002	007	008	000

1	
2	*
3	*
4	
5	
6	

Given two selections similar in plot, the student designates the similarities and differences in the selections.

1250

Compare/Contrast Information: Written	193	004	002	007	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given two selections similar in plot, the student writes about the similarities and differences in the selections.

1251

Compare/Contrast Information	192	004	002	007	010	000

1	
2	*
3	*
4	
5	
6	

Given two selections with similar settings, the student designates the similarities and differences in the selections.

1252

Compare/Contrast Information: Written	193	004	002	007	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given two selections with similar settings, the student writes about the similarities and differences in the selections.

1253

Compare/Contrast Information	192	044	002	007	012	000

1	
2	*
3	*
4	
5	
6	

Given two selections with different opinions about the same event, the student designates the differences in opinion.

1254

Compare/Contrast Information: Written	193	004	002	007	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given two selections with different opinions about the same event, the student writes about the differences in opinion.

1255

Compare/Contrast Information	192	004	002	007	014	000

1	
2	*
3	*
4	
5	
6	

Given two selections with different opinions about the same problem, the student designates the differences in opinion.

1256

Compare/Contrast Information: Written	193	004	002	007	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given two selections with different opinions about the same problem, the student writes about the differences in opinion.

1257

Compare/Contrast Information	192	004	002	007	016	000

1	
2	*
3	*
4	
5	
6	

Given two selections with different opinions about the same issue, the student designates the differences in opinion.

1258

Compare/Contrast Information: Written	193	004	002	007	017	000

1	
2	*
3	*
4	*
5	*
6	*

Given two selections with different opinions about the same issue, the student writes about the differences in opinion.

1259

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Fact and Fantasy: Written	194	004	002	008	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a fantasy, the student writes the events that could not happen in real life.

1260

Fact and Fantasy: Designate	195	004	002	008	002	000

1	*
2	*
3	*
4	*
5	
6	

Given a fantasy, the student designates the events that could not happen in real life.

1261

Fact and Fantasy: Written	194	004	002	008	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more sentences, the student copies those which are realistic and those which are make-believe.

1262

Fact and Fantasy: Designate	195	004	002	008	004	000

1	*
2	*
3	*
4	*
5	
6	

Given two or more sentences, the student designates those which are realistic and those which are make-believe.

1263

Fact and Fantasy: Designate	195	004	002	008	005	000

1	*
2	*
3	*
4	*
5	
6	

Given two or more statements, the student designates those which are fact.

1264 D: 202

References and Documentation	202	004	002	008	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more statements, the student designates those which are fact.

1264 D: 195

Fact and Fantasy: Written	194	004	002	008	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more statements, the student copies those which are fact.

1265 D: 202

References and Documentation	202	004	002	008	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more statements, the student copies those which are fact.

1265 D: 194

Opinions	197	004	002	008	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more statements, the student designates those which are opinion.

1266

Opinions	197	004	002	008	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more statements, the student copies those which are opinion.

1267

Hypothesis	196	004	002	008	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more statements, the student designates those which are hypotheses.

1268

Hypothesis	196	004	002	008	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more statements, the student copies those which are hypotheses.

1269

Opinions 197

004	002	008	020	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates one or more statements which support the opinion in the selection.

1270 D: 201

Opinions: Evaluation 201

004	002	008	020	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student designates one or more statements which support the opinion in the selection.

1270 D: 197

Opinions 197

004	002	008	021	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student copies one or more statements which support the opinion in the selection.

1271

Opinions 197

004	002	008	022	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates one or more reasons used to support the opinion in the selection.

1272 D: 201

Opinions: Evaluation	201	004	002	008	022	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student designates one or more reasons used to support the opinion in the selection.

1272 D: 197

Opinions	197	004	002	008	023	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about one or more reasons for the opinion in the selection.

1273

Philosophy	198	004	002	008	026	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the philosophy expressed in the selection.

1274

Philosophy	198	004	002	008	027	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the philosophy expressed in the selection.

1275

Values Expressed in Literary Works	289	004	002	008	028	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the values expressed in the selection.

1276

Values Expressed in Literary Works	289	004	002	008	029	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the values expressed in the selection.

1277

Purpose	199	004	002	008	032	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the purpose of the selection.

1278

Purpose	199	004	002	008	033	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the purpose of the selection.

1279

Point of View: Interpretation	200	004	002	008	034	000

1	
2	*
3	*
4	*
5	*
6	*

Given two different reports of the same event, the student designates the reason(s) for the difference.

1280

Point of View: Interpretation	200	004	002	008	035	000

1	
2	*
3	*
4	*
5	*
6	*

Given two different reports of the same event, the student writes about the reason(s) for the difference.

1281

Opinions	197	004	002	008	036	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says one or more reasons for the opinion in the selection.

1282 D: 201

Opinions: Evaluation	201	004	002	008	036	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student says one or more reasons for the opinion in the selection.

1282 D: 197

Opinions	197	004	002	008	037	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says one or more statements from the selection which support the opinion.

1283 D: 201

Opinions: Evaluation	201	004	002	008	037	000

1	*
2	*
3	
4	
5	
6	

Given a selection, the student says one or more statements from the selection which support the opinion.

1283 D: 197

Opinions	197	004	002	008	038	000

1	
2	*
3	*
4	*
5	*
6	*

Given a non-fiction selection, the student copies those opinions which are fully documented with facts and references.

1284 D: 202

References and Documentation	202	004	002	008	038	000

1	
2	*
3	*
4	*
5	*
6	*

Given a non-fiction selection, the student copies those opinions which are fully documented with facts and references.

1284 D: 197

Opinions	197	004	002	008	039	000

1	
2	*
3	*
4	*
5	*
6	*

Given a non-fiction selection, the student designates those opinions which are fully documented with facts and references.

1285 D: 202

References and Documentation	202	004	002	008	039	000

1	
2	*
3	*
4	*
5	*
6	*

Given a non-fiction selection, the student designates those opinions which are fully documented with facts and references.

1285 D: 197

Illogical Statements	209	004	002	008	040	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a sentence, the student designates whether or not it makes sense.

1286

1	
2	
3	
4	
5	
6	

Conclusions 203

004 002 009 004 000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the conclusions drawn by the author.

1287

Conclusions 203

004 002 009 005 000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the conclusions drawn by the author.

1288

Biased Statements 204

004 002 009 006 000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the biased statements.

1289

Biased Statements 204

004 002 009 007 000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the biased statements.

1290

Biased Statements | 204

004	002	009	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says which are the biased statements.

1291

Persuasive Devices | 211

004	002	009	012	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection, the student designates its persuasive devices.

1292

Persuasive Devices | 211

004	002	009	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its persuasive devices.

1293

Emotionally Charged Statements | 205

004	002	009	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates emotionally charged statements.

1294

Emotionally Charged Statements	205	004	002	009	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its emotionally charged statements.

1295

False and Unstated Assumptions	210	004	002	009	016	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates unstated assumptions.

1296

False and Unstated Assumptions	210	004	002	009	017	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its unstated assumptions.

1297

Propaganda Techniques	206	004	002	009	018	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates propaganda techniques.

1298

Propaganda Techniques	206	004	002	009	019	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its propaganda techniques.

1299

Fallacies	207	004	002	009	020	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates fallacies.

1300

Fallacies	207	004	002	009	021	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its fallacies.

1301

Inconsistencies in Data	208	004	002	009	022	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates inconsistencies in data.

1302

Inconsistencies in Data	208	004	002	009	023	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its inconsistencies in data.

1303

Illogical Statements	209	004	002	009	024	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates illogical statements.

1304

Illogical Statements	209	004	002	009	025	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its illogical statements.

1305

False and Unstated Assumptions	210	004	002	009	026	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the false assumption(s).

1306

False and Unstated Assumptions	210	004	002	009	027	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its false assumption(s).

1307

Persuasive Devices	211	004	002	009	034	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the effect(s) of its persuasive device(s).

1308

Persuasive Devices	211	004	002	009	035	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the effect(s) of its persuasive device(s).

1309

Book Criticism	218	004	002	009	036	000

1	
2	*
3	*
4	*
5	*
6	*

Given a familiar book, the student designates comments and criticisms of the book with which he agrees.

1310

Book Criticism	218	004	002	009	037	000

1	
2	*
3	*
4	*
5	*
6	*

Given a familiar book, the student writes his comments and criticisms of the book.

1311

Illogical Statements	209	004	002	009	038	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates the statement not supported by the selection.

1312

Opinions	197	004	002	009	039	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates whether a specified statement is fact or opinion.

1313

Figurative & Literal Language: Designate	188	004	002	009	043	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a sentence with specified words, the student designates whether the words are used literally or figuratively.

1314

Reading: Oral	212	004	002	010	001	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it orally using appropriate intonation.

1315

Reading: Oral	212	004	002	010	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it orally using appropriate enunciation.

1316

Reading: Oral	212	004	002	010	003	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it orally using appropriate phrasing.

1317

Reading: Oral	212	004	002	010	004	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it orally observing punctuation.

1318

Reading: Oral	212	004	002	010	005	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it orally using appropriate pronunciation.

1319

Reading: Oral	212	004	002	010	006	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it orally.

1320

Reading: Oral	212	004	002	010	007	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a poem, the student reads it orally with expression.

1321

Reading: Oral	212	004	002	010	009	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it orally and says an answer to a question about it.

1322

Reading: Oral	212	004	002	010	010	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it orally with expression, tone, and emotion.

1323

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

ATTITUDE TOWARD READING

004 003

Book Criticism	218	004	003	002	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given one or more books chosen by himself, the student writes what he liked and/or disliked about the book(s).

1324

Reading for Enjoyment	213	004	003	002	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection chosen by himself, the student voluntarily reads it orally.

1325

Reading for Enjoyment	213	004	003	002	003	000

1	*
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says whether or not he enjoys the classroom reading activities.

1326

Book Criticism	218	004	003	002	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more selections, the student says the titles of the selections he liked.

1327

Book Criticism	218	004	003	002	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given one or more books chosen by himself, the student says what he liked and/or disliked about the book(s).

1328

Reading for Enjoyment	213	004	003	002	006	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a list of suggested readings on different topics, the student voluntarily reads books which are on the list.

1329

Reading for Enjoyment	213	004	003	002	007	000

1	*
2	*
3	*
4	*
5	*
6	*

Given books on an appropriate level, the student reads one or more books chosen by himself.

1330

Reading for Enjoyment	213	004	003	002	008	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a choice of two or more activities, one of which is reading a book on an appropriate level, the student reads the book.

1331

Dramatization of Character II	214	004	003	004	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a familiar character and given a hypothetical situation, the student writes what he thinks the character would feel or do in that situation.

1332

Dramatization of Character II	214	004	003	004	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a familiar character and given a hypothetical situation, the student designates what he thinks the character would feel or do in that situation.

1333 D: 215

Dramatization of Character I	215	004	003	004	002	000

1	*
2	*
3	
4	
5	
6	

Given the name of a familiar character and given a hypothetical situation, the student designates what he thinks the character would feel or do in that situation.

1333 D: 214

Dramatization of Character II	214	004	003	004	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a familiar character and given a hypothetical situation, the student says what he thinks the character would feel or do in that situation.

1334 D: 215

Dramatization of Character I	215	004	003	004	003	000

1	*
2	*
3	
4	
5	
6	

Given the name of a familiar character and given a hypothetical situation, the student says what he thinks the character would feel or do in that situation.

1334 D: 214

Mood, Feeling, and Imagery	217	004	003	004	004	000

1	*
2	*
3	*
4	*
5	
6	

Given a selection, the student designates its feeling and/or mood.

1335

Mood, Feeling, and Imagery	217	004	003	004	005	000

1	*
2	*
3	*
4	*
5	
6	

Given a selection, the student says its feeling and/or mood.

1336

Mood, Feeling, and Imagery: Written	216	004	003	004	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about its feeling and/or mood.

1337

Mood, Feeling, and Imagery: Written	216	004	003	004	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes about the effect of its mood and/or imagery upon him personally.

1338

Mood, Feeling, and Imagery	217	004	003	004	008	000

1	*
2	*
3	*
4	*
5	
6	

Given a selection, the student says the effects of its mood and/or imagery upon him personally.

1339

Mood, Feeling, and Imagery	217	004	003	004	009	000

1	*
2	*
3	*
4	*
5	
6	

Given a selection, the student designates the effects of its mood and/or imagery upon him personally.

1340

Book Criticism	218	004	003	004	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a statement of opinion, the student writes how reading has effected his personal opinion of the statement.

1341

Book Criticism	218	004	003	004	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given a non-fiction selection, the student says his personal emotional response.

1342

Book Criticism	218	004	003	004	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given a non-fiction selection, the student writes about his emotional response to it.

1343

Book Criticism	218	004	003	004	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says his reactions.

1344

Book Criticism	218	004	003	004	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes about an instance in which reading affected his behavior.

1345

Opinions	197	004	003	004	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection on a current issue, the student writes his opinion.

1346

Opinions	197	004	003	004	017	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection on a controversial current event, the student writes his opinion.

1347

Opinions	197	004	003	004	019	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection on a current issue, the student says his opinion.

1348

Opinions	197	004	003	004	020	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection on a controversial current event, the student says his opinion.

1349

LOCATION AND STUDY SKILLS

005

RECOGNIZE AND USE TEXTBOOK AIDS

005 001

Title Page	219	005	001	001	001	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a book, the student points to its title page.

1350

Title Page	219	005	001	001	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a title page, the student says the information on it.

1351

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Copyright	220	005	001	002	001	000

1	/
2	*
3	*
4	*
5	*
6	*

Given a book, the student points to its copyright.

1352

Copyright	220	005	001	002	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a copyright, the student says its function and the information it contains,

1353

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Formatted Information	221	005	001	003	001	000

1	
2	*
3	*
4	*
5	
6	

Given a text, the student points to boxed information.

1354

Formatted Information	221	005	001	003	002	000

1	
2	*
3	*
4	*
5	
6	

Given a text, the student says why the boxed information is separated from the text.

1355

Textbook Symbols	222	005	001	003	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a textbook, the student points to symbols.

1356

Textbook Symbols	222	005	001	003	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a textbook, the student says the meaning of its symbols.

1357

Textbook Symbols	222		005	001	003	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a textbook, the student translates (writes) the meaning of its symbols.

1358

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Table of Contents	223	005	001	004	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book, the student points to its table of contents.

1359

Table of Contents	223	005	001	004	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a table of contents, the student says why the information in it is useful.

1360

Table of Contents	223	005	001	004	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a table of contents, the student writes about the usefulness of the information in it.

1361

Chapter Identification	224	005	001	004	004	000

1	*
2	*
3	
4	
5	
6	

Given the name of a unit in a table of contents, the student points to the titles of its chapters.

1362 D: 225

Chapters and Chapter Titles	225	005	001	004	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a unit in a table of contents, the student points to the titles of its chapters.

1362 D: 224

Chapters and Chapter Titles	225	005	001	004	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a unit in a table of contents, the student writes the titles of its chapters.

1363

Table of Contents	223	005	001	004	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book with a table of contents and given a question concerning the table of contents, the student locates (points to) the answer.

1364

Table of Contents	223	005	001	004	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given an anthology, a novel, and a textbook (all with tables of contents), the student designates the similarities and differences in their tables of contents.

1365

Table of Contents	223	005	001	004	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given an anthology, a novel, and a textbook (all with tables of contents), the student writes about the similarities and differences in their tables of contents.

1366

Table of Contents	223	005	001	004	010	000

1	
2	*
3	*
4	*
5	*
6	

Given a table of contents and given a topic, the student locates (points to) the page(s) dealing with that topic.

1367

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Text Sections and Headings	226	005	001	005	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a chapter from a textbook, the student locates the section headings.

1368

Text Sections and Headings	226	005	001	005	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a chapter from a textbook, the student locates a specified section.

1369

Text Sections and Headings	226	005	001	005	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a section from a textbook, the student writes a heading.

1370

Text Sections and Headings	226	005	001	005	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a section from a textbook, the student designates the heading.

1371

Text Sections and Headings	226	005	001	005	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a section heading from a textbook, the student says what the section might be about.

1372

Text Sections and Headings	226	005	001	005	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a section heading from a textbook, the student designates what the section might be about.

1373

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Italics	227	005	001	006	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student points to italics.

1374

Italics	227	005	001	006	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the uses of italics.

1375

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Boldface Type	228	005	001	007	001	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student points to boldface type.

1376

Boldface Type	228	005	001	007	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the uses of boldface type.

1377

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Index	229	005	001	008	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book, the student points to its index.

1378

Index	229	005	001	008	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the uses of an index in a book.

1379

Index	229	005	001	008	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given an index, the student locates (points to) specified information.

1380

Index	229	005	001	008	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a statement of a problem, the student says which key words in an index would supply information related to the problem.

1381

Index	229	005	001	008	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given an index and given a topic, the student locates (points to) the page(s) dealing with the topic.

1382

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Appendix	230	005	001	009	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book, the student points to its appendix.

1383

Appendix	230	005	001	009	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book with an appendix, the student says its contents.

1384

Appendix	230	005	001	009	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more books with and without appendices, the student says the functions of an appendix.

1385

Appendix	230	005	001	009	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book with an appendix, the student locates (points to) specified information.

1386

Introduction, Foreword, and Preface	231	005	001	010	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book, the student points to its introduction, foreword, or preface.

1387

Introduction, Foreword, and Preface	231	005	001	010	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of an introduction, foreword, or preface.

1388

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Chapter Overview 232

005	001	011	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a chapter, the student points to the overview.

1389

Chapter Overview 232

005	001	011	002	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of an overview.

1390

Chapter Overview 232

005	001	011	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a chapter overview, the student says the probable contents of the chapter.

1391

Chapter Overview 232

005	001	011	004	000

1	
2	
3	*
4	*
5	*
6	*

Given a chapter, the student writes an overview.

1392

Chapter Summary	233	005	001	012	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a book, the student points to a chapter summary.

1393

Chapter Summary	233	005	001	012	002	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of a chapter summary.

1394

Chapter Summary	233	005	001	012	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a chapter, the student says a summary.

1395

Chapter Overview	232	005	001	012	004	000

1	
2	
3	*
4	*
5	*
6	*

Given an overview and given a summary of a chapter, the student writes about their similarities and differences.

1396

Chapter Summary	233	005	001	012	005	000

1	
2	
3	*
4	*
5	*
6	*

Given a chapter, the student writes a summary.

1397

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Bibliography	234	005	001	013	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a textbook, the student points to its bibliography.

1398

Bibliography	234	005	001	013	002	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of a bibliography.

1399

Bibliography	234	005	001	013	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a bibliographical reference, the student says what information is given in the reference.

1400

1	
2	
3	
4	
5	
6	

Glossary 235 005 001 014 001 000

1	
2	
3	*
4	*
5	*
6	*

Given a textbook, the student points to its glossary.

1401

Glossary 235 005 001 014 002 000

1	
2	
3	*
4	*
5	*
6	*

Given a glossary, the student says the contents and functions of a glossary.

1402

Glossary 235 005 001 014 003 000

1	
2	
3	*
4	*
5	*
6	*

Given a word from a textbook, the student locates (points to) its definition in the glossary.

1403

1	
2	
3	
4	
5	
6	

Footnotes	236	005	001	015	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a book, the student points to a footnote.

1404

Footnotes	236	005	001	015	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a book cited in a footnote, the student locates (points to) the passage to which the footnote refers.

1405

Footnotes	236	005	001	015	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a footnote, the student says the meaning of its symbols and abbreviations.

1406

Footnotes	236	005	001	015	004	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student says what kinds of footnotes are found in books.

1407

Footnotes	236	005	001	015	005	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of a footnote.

1408

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Graphs	253	005	001	016	002	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of a graph.

1409

Graphs	253	005	001	016	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with specified data, the student locates (points to) the graph that corresponds to the data.

1410

Graphs	253	005	001	016	004	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a graph, the student locates (points to) the data that corresponds to the graph.

1411

Diagrams	256	005	001	016	005	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a diagram, the student says what information is given in the diagram.

1412

Charts	255	005	001	016	007	000

1	
2	
3	*
4	*
5	*
6	*

Given a chart, the student writes a summary of the information in the chart.

1413

Illustrative Pictures	237	005	001	016	009	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection with specified data, the student locates (points to) the picture that corresponds to the data.

1414

Illustrative Pictures	237	005	001	016	010	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection with a picture, the student locates (points to) the data that corresponds to the picture.

1415

Illustrative Pictures	237	005	001	016	011	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection with a picture, the student says the functions of the picture.

1416

Pictures	238	005	001	016	012	000

1	
2	
3	*
4	*
5	*
6	*

Given a picture, the student writes a summary of the information in the picture.

1417

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Dictionary Pronunciation Key	239	005	001	017	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a dictionary, the student points to its pronunciation key.

1418

Dictionary Pronunciation Key	239	005	001	017	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given the pronunciation key of a dictionary, the student says the contents of the pronunciation key.

1419

Dictionary Pronunciation Key	239	005	001	017	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of a pronunciation key.

1420

Dictionary Pronunciation Key	239	005	001	017	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a dictionary with a pronunciation key, the student says the pronunciation of the symbols in the key.

1421

Dictionary Pronunciation Key	239	005	001	017	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a new word and given its dictionary pronunciation, the student says the word.

1422

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Abbreviations	240	005	001	018	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a table of abbreviations and given an abbreviation, the student writes the word for which the abbreviation stands.

1423

Abbreviations	240	005	001	018	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student locates (points to) its abbreviation in the dictionary.

1424

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Marginal Notes	241	005	001	019	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a textbook, the student points to a marginal note.

1425

Marginal Notes	241	005	001	019	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the contents and functions of a marginal note.

1426

Marginal Notes	241	005	001	019	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes a marginal note.

1427

1	
2	
3	
4	
5	
6	

6

List of Suggested Readings 242

005 001 020 001 000

1	
2	
3	*
4	*
5	*
6	*

Given a textbook, the student points to its list(s) of suggested readings.

1428

List of Suggested Readings 242

005 001 020 002 000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the contents and functions of a list of suggested readings.

1429

List of Suggested Readings 242

005 001 020 003 000

1	
2	
3	*
4	*
5	*
6	*

Given a chapter from a textbook, the student writes a list of suggested readings.

1430

List of Suggested Readings 242

005 001 020 004 000

1	
2	
3	*
4	*
5	*
6	*

Given a list of suggested readings and given a bibliography, the student says the similarities and differences in them.

1431

Answer Keys	243	005	001	021	001	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a chapter test, the student points to the answer key.

1432

Answer Keys	243	005	001	021	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of an answer key.

1433

Answer Keys	243	005	001	021	003	000

1	*
2	*
3	*
4	*
5	*
6	*

Given his own answers and given an answer key, the student designates whether his answers are correct.

1434

1	
2	
3	
4	
5	
6	

Etymology	244	005	001	022	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a dictionary, the student points to an etymology.

1435

Etymology	244	005	001	022	002	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the contents and functions of an etymology.

1436

Etymology	244	005	001	022	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a word, the student locates (points to) its etymology in a dictionary.

1437

1	
2	
3	
4	
5	
6	

IDENTIFY AND USE LIBRARY RESOURCES

005 002

Library: Location Skills	246	005	002	001	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a diagram of a library, the student points to one or more reference desks on the diagram.

1438

Library: Location Skills	246	005	002	001	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a diagram of a library, the student points to one or more book sections on the diagram.

1439

Library: Location Skills	246	005	002	001	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a diagram of a library, the student points to one or more periodical sections on the diagram.

1440

Library: Location Skills	246	005	002	001	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a diagram of a library, the student points to one or more card catalogues on the diagram.

1441

Library: Location Skills	246	005	002	001	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a diagram of a library, the student points to one or more check-out desks on the diagram.

1442

Library: Card Catalogues	245	005	002	001	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a library catalogue card, the student points to the name of the author.

1443

Library: Card Catalogues	245	005	002	001	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a library catalogue card, the student points to the title of the book.

1444

Library: Card Catalogues	245	005	002	001	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given a library catalogue card, the student points to the subject of the book.

1445

Library: Card Catalogues	245	005	002	001	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a library catalogue card, the student points to the call number of the book.

1446

Library: Card Catalogues	245	005	002	001	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a book, the student locates the book in the card catalogue and writes a check-out card.

1447

Library: Card Catalogues	245	005	002	001	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a book, the student locates (points to) the name of its author in the card catalogue.

1448

Library: Card Catalogues	245	005	002	001	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a book, the student locates (points to) its call number in the card catalogue.

1449

Library: Card Catalogues	245	005	002	001	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of an author, the student locates (points to) in the card catalogue the title(s) and call number(s) of one or more books by the author.

1450

Library: Card Catalogues	245	005	002	001	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given a topic, the student locates (points to) in the card catalogue one or more books on the topic.

1451

Library: Card Catalogues	245	005	002	001	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given a topic, the student locates (points to) in the card catalogue the title(s), author(s), and call number(s) of one or more books on the topic.

1452

Library: Location Skills	246	005	002	001	017	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes about the uses of a card catalogue.

1453

Library: Location Skills	246	005	002	002	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given the call number of a book and given the diagram of a library, the student points to the section in the library where the book is found.

1454

Library: Card Catalogues	245	005	002	002	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a book and given the diagram of a library and given a card catalogue, the student locates (points to) the book in the library.

1455

Library: Location Skills	246	005	002	002	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book, the student points to its proper location on the library shelf.

1456

Library: Location Skills	246	005	002	002	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a diagram of a library showing the arrangement of books by the principal headings of the library catalogue (e.g. Dewey Decimal or Library of Congress) and given the title of a book, the student locates (points to) the section of the library where the book is to be found.

1457

Library; Card Catalogues	245	005	002	002	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a periodical, the student locates (points to) its call number in a card catalogue.

1458 D: 247

Periodicals and Magazines	247	005	002	002	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a periodical, the student locates (points to) its call number in a card catalogue.

1458 D: 245

Periodicals and Magazines	247	005	002	002	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a topic and given a periodic guide, the student locates (points to) a magazine article dealing with the topic.

1459

Periodicals and Magazines	247	005	002	002	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of an article and given the title and issue of the periodical in which it appeared, the student locates (points to) the article.

1460

IDENTIFY AND USE OTHER SOURCES OF INFORMATION

005 003

Dictionary	248	005	003	001	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a dictionary, the student locates its sections (i.e. table of contents, guide to pronunciation, etc.).

1461

Dictionary	248	005	003	001	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a dictionary entry, the student says the function of each of its parts.

1462

Dictionary	248	005	003	001	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more words beginning with the same letter, the student writes the words in alphabetical order.

1463

Dictionary	248	005	003	001	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student locates (points to) a synonym in a dictionary.

1464

Antonyms	152	005	003	001	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student locates (points to) an antonym in a dictionary.

1465 D: 248

Dictionary	248	005	003	001	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student locates (points to) an antonym in a dictionary.

1465 D: 152

Dictionary	248	005	003	001	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a dictionary, the student points to a pair of guide words and says their function.

1466

Dictionary	248	005	003	001	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a list of words and given a pair of guide words, the student writes the word(s) which would be found between the guide words.

1467

Dictionary	248	005	003	001	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given two sentences with a specified multi-meaning word, the student locates the word in the dictionary and copies the meaning appropriate for each sentence.

1468

Dictionary	248	005	003	001	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a sentence with a new multi-meaning word, the student locates (points to) the meaning in the dictionary, appropriate to the context of the sentence.

1469

Dictionary	248	005	003	001	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a dictionary entry, the student copies the word with its diacritical and accent marks.

1470

Dictionary	248	005	003	001	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student says the meaning of its diacritical marks.

1471

Dictionary	248	005	003	001	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given a new word, the student locates (points to) its pronunciation in a dictionary and says the word.

1472

Dictionary	248	005	003	001	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given a new word, the student locates (points to) its definition in a dictionary.

1473

Dictionary	248	005	003	001	024	000

1	
2	*
3	*
4	*
5	*
6	*

Given a multi-meaning word, the student locates (points to) its entry in a dictionary and copies its definition.

1474

Dictionary	248	005	003	001	026	000

1	
2	*
3	*
4	*
5	*
6	*

Given a proper name and given a question about it, the student locates (points to) its entry in a dictionary and writes the answer.

1475

Abbreviations 240

005	003	001	027	000

1	
2	*
3	*
4	*
5	*
6	*

Given an abbreviation, the student locates (points to) its entry in a dictionary and copies its meaning.

1476 D: 248

Dictionary 248

005	003	001	027	000

1	
2	*
3	*
4	*
5	*
6	*

Given an abbreviation, the student locates (points to) its entry in a dictionary and copies its meaning.

1476 D: 240

Dictionary 248

005	003	001	028	000

1	
2	*
3	*
4	*
5	*
6	*

Given a new word, the student locates (points to) its entry and copies its definition.

1477

Dictionary 248

005	003	001	038	000

1	
2	*
3	*
4	*
5	*
6	*

Given a dictionary entry with reference to another entry, the student locates the second dictionary entry.

1478

Dictionary	248	005	003	001	040	000

1	
2	*
3	*
4	*
5	*
6	*

Given a prefixed word, the student designates whether or not the word is a main entry in the dictionary.

1479

Dictionary	248	005	003	001	042	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word and given a question about its etymology, the student locates (points to) its entry in a dictionary and writes the answer to the question.

1480

Dictionary Pronunciation Key	239	005	003	001	043	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word, the student designates its phonetic spelling.

1481

Dictionary	248	005	003	001	049	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word and given 2 pair of guide words, the student designates whether or not the word would be found between the guide words.

1482

Dictionary	248	005	003	001	050	000

1	
2	*
3	*
4	*
5	*
6	*

Given a dictionary and given a page number, the student designates the guide words on that page.

1483

Dictionary	248	005	003	001	051	000

1	
2	*
3	*
4	*
5	*
6	*

Given a new word and given a dictionary, the student designates the meaning of the word.

1484

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Encyclopedia	249	005	003	002	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given an encyclopedia, the student says what types of information are found in it.

1485

Encyclopedia	249	005	003	002	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given an encyclopedia, the student locates an entry on a topic.

1486

Encyclopedia	249	005	003	002	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given an encyclopedia and given a dictionary, the student says their similarities and differences.

1487

Encyclopedia	249	005	003	002	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given an encyclopedia, the student points to the index.

1488

Encyclopedia	249	005	003	002	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given an encyclopedia, the student says how information is arranged in it.

1489

Encyclopedia	249	005	003	002	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a map, the student locates (points to) the volume number and page number of the map in the index of maps of an encyclopedia.

1490

Encyclopedia	249	005	003	002	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given visually a topic of two or more words, the student says the word he would use to find the topic in an encyclopedia.

1491

Encyclopedia	249	005	003	002	008	000

1	
2	*
3	*
4	
5	
6	

Given an encyclopedia, the student locates (points to) the answer to a question and writes the answer.

1492

Encyclopedia	249	005	003	002	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of an illustration, the student locates (points to) the volume number and page number of the illustration in the index of illustrations of an encyclopedia.

1493

Encyclopedia	249	005	003	002	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a topic, the student locates (points to) the volume number and page number of the topic in the index of an encyclopedia.

1494

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Magazines	250

005	003	003	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a magazine, the student locates (points to) the frequency of its publication.

1495

Magazines	250

005	003	003	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a magazine, the student locates (points to) its issue number.

1496

Magazines	250

005	003	003	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a magazine, the student locates (points to) its volume number.

1497

Magazines	250

005	003	003	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a magazine, the student locates (points to) the name of the editor.

1498

Magazines	250	005	003	003	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a magazine, the student locates (points to) the name of the publisher.

1499

Magazines	250	005	003	003	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a magazine, the student locates (points to) the publication date of its first issue.

1500

Magazines	250	005	003	003	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a magazine, the student locates (points to) its table of contents.

1501

Magazines	250	005	003	003	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given the names of two or more different types of magazines (e.g. women's, auto, news), the student says how they differ.

1502

Newspapers	251	005	003	004	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a current event, the student locates (points to) a related newspaper article.

1503

Newspapers	251	005	003	004	002	000

1	
2	
3	*
4	*
5	*
6	*

Given the name of a newspaper section, the student says the types of information found in the section.

1504

Newspapers	251	005	003	004	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a newspaper, the student points to its index.

1505

Newspapers	251	005	003	004	004	000

1	
2	
3	*
4	*
5	*
6	*

Given a newspaper, the student points to a classified ad.

1506

Newspapers	251	005	003	004	005	000

1	
2	
3	*
4	*
5	*
6	*

Given a newspaper, the student locates (points to) an editorial.

1507

Newspapers	251	005	003	004	006	000

1	
2	
3	*
4	*
5	*
6	*

Given a newspaper, the student points to the weather report.

1508

Newspapers	251	005	003	004	007	000

1	
2	
3	*
4	*
5	*
6	*

Given a newspaper, the student points to a sports page.

1509

Newspapers	251	005	003	004	008	000

1	
2	
3	*
4	*
5	*
6	*

Given a newspaper, the student points to a syndicated column.

1510

Newspapers	251	005	003	004	009	000

1	
2	
3	*
4	*
5	*
6	*

Given a newspaper, the student points to a caption.

1511

Newspapers	251	005	003	004	010	000

1	
2	
3	*
4	*
5	*
6	*

Given a newspaper, the student points to a headline.

1512

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Maps and Atlases	252	005	003	005	001	000

1	
2	
3	*
4	*
5	*
6	*

Given an atlas, the student says what types of information are to be found in it.

1513

Maps and Atlases	252	005	003	005	002	000

1	
2	
3	*
4	*
5	*
6	*

Given the name of a place and given the index of an atlas, the student locates (points to) the place on a map.

1514

Maps and Atlases	252	005	003	005	003	000

1	
2	
3	*
4	*
5	*
6	*

Given two or more kinds of maps, the student says how they differ.

1515

Maps and Atlases	252	005	003	005	004	000

1	
2	
3	*
4	*
5	*
6	*

Given a map and given a globe, the student says their similarities and differences.

1516

Maps and Atlases	252	005	003	005	005	000

1	
2	
3	*
4	*
5	*
6	*

Given a map with two or more latitude and longitude lines, the student locates (points to) a specified latitude and longitude.

1517

Maps and Atlases	252	005	003	005	006	000

1	
2	
3	*
4	*
5	*
6	*

Given a map, the student points to its index.

1518

Maps and Atlases	252	005	003	005	007	000

1	
2	
3	*
4	*
5	*
6	*

Given a map and given a question concerning a symbol on the map, the student says the answer.

1519

Maps and Atlases	252	005	003	005	008	000

1	
2	
3	*
4	*
5	*
6	*

Given a map, the student points to the time zones.

1520

Maps and Atlases	252	005	003	005	009	000

1	
2	
3	*
4	*
5	*
6	*

Given a map and given a compass direction, the student points to the compass direction on the map.

1521

Maps and Atlases	252	005	003	005	010	000

1	
2	
3	*
4	*
5	*
6	*

Given a map, the student points to its legend.

1522

Maps and Atlases	252	005	003	005	011	000

1	
2	
3	*
4	*
5	*
6	*

Given a map, the student points to its scale.

1523

Maps and Atlases	252	005	003	005	012	000

1	
2	
3	*
4	*
5	*
6	*

Given a map with color codes, the student says the meaning of the colors.

1524

Maps and Atlases	252	005	003	005	013	000

1	
2	
3	*
4	*
5	*
6	*

Given a map with a symbol key, the student translates the meaning of one or more of the symbols.

1525

Maps and Atlases	252	005	003	005	014	000

1	
2	
3	*
4	*
5	*
6	*

Given a map with a symbol key, the student translates the meaning of the key.

1526

Maps and Atlases	252	005	003	005	015	000

1	
2	
3	*
4	*
5	*
6	*

Given a map with two or more colors and given a question concerning the colors, the student says the answer.

1527

Maps and Atlases	252	005	003	005	016	000

1	
2	
3	*
4	*
5	*
6	*

Given a map and given a question concerning its key or legend, the student says the answer.

1528

Maps and Atlases	252	005	003	005	017	000

1	
2	
3	*
4	*
5	*
6	*

Given a map and given a question concerning a location on the map, the student says the answer.

1529

Maps and Atlases	252	005	003	005	018	000

1	
2	
3	*
4	*
5	*
6	*

Given a map and given the names of two locations, the student locates (points to) the shortest route between the two points.

1530

Maps and Atlases	252	005	003	005	019	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student draws a map of his community.

1531

1	
2	
3	
4	
5	
6	

Graphs	253	005	003	006	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a graph, the student writes a summary of the information on it.

1532

Graphs	253	005	003	006	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a graph with a legend or key, the student says the meaning of two or more specified symbols.

1533

Tables	254	005	003	006	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a table, the student writes a summary of the information in it.

1534

Diagrams	256	005	003	006	004	000

1	
2	
3	*
4	*
5	*
6	*

Given a diagram, the student writes a summary of the information in it.

1535

Charts	255	005	003	006	005	000

1	
2	
3	*
4	*
5	*
6	*

Given a chart, the student writes a summary of the information in it.

1536

Diagrams	256	005	003	006	006	000

1	
2	
3	*
4	*
5	*
6	*

Given a diagram and given a question about it, the student says the answer.

1537

Tables	254	005	003	006	007	000

1	
2	
3	*
4	*
5	*
6	*

Given a table and given a question about it, the student says the answer.

1538

Graphs	253	005	003	006	008	000

1	
2	
3	*
4	*
5	*
6	*

Given a graph and given a question about it, the student says the answer.

1539

Charts 255

005	003	006	009	000

1	
2	
3	*
4	*
5	*
6	*

Given a chart and given a question about it, the student says the answer.

1540

Graphs 253

005	003	006	010	000

1	
2	
3	*
4	*
5	*
6	*

Given a line graph, the student says it is a line graph.

1541

Graphs 253

005	003	006	011	000

1	
2	
3	*
4	*
5	*
6	*

Given a bar graph, the student says it is a bar graph.

1542

Graphs 253

005	003	006	012	000

1	
2	
3	*
4	*
5	*
6	*

Given a circle graph, the student says it is a circle graph.

1543

Diagrams	256	005	003	006	013	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a diagram, the student says the function of the diagram.

1544

Charts	255	005	003	006	014	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a chart, the student says the functions of the chart.

1545

Diagrams	256	005	003	006	015	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a diagram, the student says the advantages of the use of a diagram.

1546

Graphs	253	005	003	006	016	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a graph, the student says the advantages of the use of a graph.

1547

Graphs 253

005 003 006 017 000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a graph, the student says the functions of the graph.

1548

Tables 254

005 003 006 018 000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a table, the student says the functions of the table.

1549

Tables 254

005 003 006 019 000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a table, the student says the advantages of the use of a table.

1550

Charts 255

005 003 006 020 000

1	
2	
3	*
4	*
5	*
6	*

Given a selection with a chart, the student says the advantages of the use of a chart.

1551

Graphs	253	005	003	006	021	000

1	
2	
3	*
4	*
5	*
6	*

Given a sentence, the student designates the graph from which the information could be derived.

1552

Tables	254	005	003	006	022	000

1	
2	
3	*
4	*
5	*
6	*

Given a sentence, the student designates the table from which the information could be derived.

1553

Diagrams	256	005	003	006	024	000

1	
2	
3	*
4	*
5	*
6	*

Given a sentence, the student designates the diagram from which the information could be derived.

1554

Charts	255	005	003	006	025	000

1	
2	
3	*
4	*
5	*
6	*

Given a sentence, the student designates the chart from which the information could be derived.

1555

Diagrams	256	005	003	006	026	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection and given an incomplete diagram, the student completes the diagram with information from the selection and draws the diagram.

1556

Graphs	253	005	003	006	027	000

1	
2	
3	*
4	*
5	*
6	*

Given two or more different kinds of graphs, the student says what information is given in each graph.

1557

Graphs	253	005	003	006	028	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection and given an incomplete graph, the student completes the graph with information from the selection and draws the graph.

1558

Tables	254	005	003	006	029	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection and given an incomplete table, the student completes the table with information from the selection and writes the table.

1559

Charts	255	005	003	006	030	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection and given an incomplete chart, the student completes the chart with information from the selection and writes the chart.

1560

Diagrams	256	005	003	006	031	000

1	
2	
3	*
4	*
5	*
6	*

Given a diagram and given a question about it, the student writes the answer.

1561

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Pictures	238	005	003	007	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a picture file, the student locates (points to) a picture for a specified topic.

1562

Illustrative Pictures	237	005	003	007	002	000

1	*
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says which of two or more pictures are appropriate for the selection.

1563 D: 238

Pictures	238	005	003	007	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection, the student says which of two or more pictures are appropriate for the selection.

1563 D: 237

Illustrative Pictures	237	005	003	007	003	000

1	*
2	*
3	*
4	*
5	*
6	*

Given one or more magazines and given a selection, the student locates one or more pictures that correspond to the selection.

1564 D: 238

Pictures	238	005	003	007	003	000

1	
2	
3	*
4	*
5	*
6	*

Given one or more magazines and given a selection, the student locates one or more pictures that correspond to the selection.

1564 D: 237

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Sources of Information for Reports	259	005	003	008	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a reference work, the student says its content and functions.

1565

Sources of Information for Reports	259	005	003	008	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a question, the student designates the reference work in which he would look up the answer.

1566

Sources of Information for Reports	259	005	003	008	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a topic and given the Reader's Guide to Periodical Literature, the student locates an article on the topic.

1567

Sources of Information for Reports	259	005	003	008	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given an entry from the Reader's Guide to Periodical Literature, the student says what information appears in the entry.

1568

USE EFFECTIVE STUDY PROCEDURES

005 004

Following Directions	257	005	004	001	001	000

1	
2	*
3	*
4	*
5	*
6	

Given one or more tests with written directions, the student follows the directions.

1569

Following Directions	257	005	004	001	002	000

1	
2	*
3	*
4	*
5	*
6	

Given one or more homework assignments and given one or more directions, the student follows the directions and writes the homework assignment(s).

1570

Following Directions	257	005	004	001	003	000

1	
2	*
3	*
4	*
5	*
6	

Given one or more forms and given one or more directions, the student follows the directions and fills out the form(s).

1571

Following Directions	257	005	004	001	004	000

1	
2	*
3	*
4	*
5	*
6	

Given one or more tasks with written directions, the student follows the directions.

1572

Directions: Oral 009

005 004 001 005 000

1	*
2	*
3	
4	
5	
6	

Given one or more tests with oral directions, the student follows the directions.

1573 D: 257 , 258

Following Directions 257

005 004 001 005 000

1	
2	*
3	*
4	*
5	*
6	

Given one or more tests with oral directions, the student follows the directions.

1573 D: 009 , 258

Instructions in Sequence: Oral 258

005 004 001 005 000

1	
2	*
3	*
4	*
5	*
6	

Given one or more tests with oral directions, the student follows the directions.

1573 D: 009, 257

Directions: Oral 009

005 004 001 006 000

1	*
2	*
3	
4	
5	
6	

Given orally directions for a game, the student follows the directions.

1574 D: 257, 258

Following Directions	257	005	004	001	006	000

1	
2	*
3	*
4	*
5	*
6	

Given orally directions for a game, the student follows the directions.

1574 D: 009, 258

Instructions in Sequence : Oral	258	005	004	001	006	000

1	
2	*
3	*
4	*
5	*
6	

Given orally directions for a game, the student follows the directions.

1574 D: 009, 257

Following Directions	257	005	004	001	007	000

1	
2	*
3	*
4	*
5	*
6	

Given self-directed instructional materials and given directions, the student follows the directions.

1575

Following Directions	257	005	004	001	021	000

1	
2	*
3	*
4	*
5	*
6	

Given self-directed instructional materials, the student says how to use them.

1576

Sources of Information for Reports	259	005	004	002	001	00

1	
2	*
3	*
4	*
5	*
6	*

Given a topic, the student designates the title of a source of information on the topic.

1577

Sources of Information for Reports	259	005	004	002	002	00

1	
2	*
3	*
4	*
5	*
6	*

Given one or more reference sources, the student writes a report using them.

1578

Sources of Information for Reports	259	005	004	002	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes the titles of one or more sources of information on a specified topic.

1579

1	
2	
3	
4	
5	
6	

Skimming	260	005	004	003	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it silently (self-timed) and then writes an outline of it.

1580

Skimming	260	005	004	003	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student skims it (self-timed) and then writes its main ideas.

1581

Skimming	260	005	004	003	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student skims it (self-timed) and then designates its main idea(s).

1582

Skimming	260	005	004	003	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given questions about it, the student skims (self-timed) the selection and then writes the answers.

1583

Skimming	260	005	004	003	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about it, the student skims (self-timed) the selection and then designates the answer.

1584

Skimming	260	005	004	003	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about it, the student skims the selection silently and locates the answer (self-timed).

1585

Skimming	260	005	004	003	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student skims it (self-timed) and then designates its subject.

1586

Skimming	260	005	004	003	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student skims it (self-timed) and then writes the subject.

1587

Skimming	260	005	004	003	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the functions of skimming.

1588

Skimming	260	005	004	003	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given the word skimming, the student says its definition.

1589

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Main Ideas	261	005	004	004	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student points to the sentence(s) containing the main idea.

1590

Main Ideas	261	005	004	004	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student points to the paragraph containing the main idea.

1591

Main Ideas	261	005	004	004	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes the main idea of a selection.

1592

Main Ideas	261	005	004	004	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student designates the main idea of a selection.

1593

Facts and Details	262	005	004	004	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes the important facts from a selection.

1594

Facts and Details	262	005	004	004	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student designates the important facts from a selection.

1595

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Facts and Details	262	005	004	005	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about it, the student designates the answer.

1596

Facts and Details	262	005	004	005	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question about it, the student points to a sentence(s) answering the question.

1597

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Summary Sentences and Paragraphs	263	005	004	006	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates its summary paragraph.

1598

Summary Sentences and Paragraphs	263	005	004	006	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates its summary sentence(s).

1599

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Reading Rate: Increase	264	005	004	007	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates one or more phrases.

1600

Reading Rate: Increase	264	005	004	007	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads silently without subvocalizations (e.g. movements of lips, tongue, or throat). (Requires use of an observer.)

1601

Reading Rate: Increase	264	005	004	007	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads silently, moving his eyes from left to right. (Requires use of an observer.)

1602

Reading Rate: Increase	264	005	004	007	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student reads it silently, with no unnecessary movements (e.g. finger pointing, head moving, etc.). (Requires use of an observer.)

1603

Reading Rate: Increase	264	005	004	007	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given selections, the student reads them silently with decreasing fixations per lines. (This objective requires the use of a chart to record average fixations per line and requires an observer.)

1604

Reading Rate: Increase	264	005	004	007	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given periodic practice in timed reading, the student increases his reading speed.

1605

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Reading Rate: Increase	264	005	004	008	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more selections of different types, the student says which reading rate is appropriate to each selection.

1606

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Comprehension: Recall	265	005	004	010	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so and given a question about the contents of a selection, the student designates the answer.

1607 D: 266

Recall Information	266	005	004	010	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so and given a question about the contents of a selection, the student designates the answer.

1607 D: 265

Comprehension: Recall	265	005	004	010	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so and given a question about the main idea of a selection, the student designates the answer.

1608 D: 266

Recall Information	266	005	004	010	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so and given a question about the main idea of a selection, the student designates the answer.

1608 D: 265

Comprehension: Recall 265

005	004	010	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so and given a question concerning facts in a selection, the student designates the answer.

1609 D: 266

Recall Information 266

005	004	010	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so and given a question concerning facts in a selection, the student designates the answer.

1609 D: 265

Recall Information 266

005	004	010	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes key words for each topic covered and gives (says) an oral report using only his key-word notes.

1610

Following Directions 257

005	004	010	005	000

1	
2	*
3	*
4	*
5	*
6	

Given instructions to do so, the student follows a set of directions in their proper sequence.

1611 D: 266

Recall Information	266	005	004	010	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student follows a set of directions in their proper sequence.

1611 D: 257

Recall Information	266	005	004	010	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student recites (says) a selection of prose or poetry.

1612

Recall Information	266	005	004	010	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes a description of a specified event in a selection.

1613

Recall Information	266	005	004	010	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student describes orally (says) a specified event in a selection.

1614

Recall Information	266	005	004	010	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes a description of a specified item in a selection.

1615

Recall Information	266	005	004	010	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student describes orally (says) a specified item in a selection.

1616

Recall Information	266	005	004	010	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do, the student describes orally (says) a specified character in a familiar selection.

1617

Recall Information	266	005	005	010	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes a description of a specified character in a familiar selection.

1618

Recall Information	266	005	004	010	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says a paraphrase or summary of a selection.

1619

Recall Information	266	005	004	010	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes a paraphrase or summary of a selection.

1620

Recall Information	266	005	004	010	016	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so and given a list of events, the student designates those events which are related to a selection he has read.

1621

1	
2	
3	
4	
5	
6	

005	004	011	001	000

Adequacy of Information 267

1	
2	*
3	*
4	*
5	*
6	*

Given a selection containing facts and given two or more conclusions, the student writes about whether or not the facts warrant the conclusions.

1622

005	004	011	002	000

Adequacy of Information 267

1	
2	*
3	*
4	*
5	*
6	*

Given a selection with a quotation and a reference for the quotation, the student locates the reference and writes about whether or not the quotation has been used out of context, and if so, how.

1623

005	004	011	003	000

Adequacy of Information 267

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given a question concerning its content, the student writes about whether the information in the selection is adequate to answer the question.

1624

005	004	011	004	000

Adequacy of Information 267

1	
2	*
3	*
4	*
5	*
6	*

Given statistical information and given two or more conclusions, the student designates which conclusions are supported by the data.

1625

Adequacy of Information	267	005	004	011	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection expressing an opinion, the student writes about whether the author made adequate use of fact and/or logic to support his opinion.

1626

Sources of Information for Reports	259	005	004	011	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes why it is undesirable to use one source or one type of source to obtain information.

1627

Sources of Information for Reports	259	005	004	011	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a topic for a discussion or a paper or a research report, the student locates three or more sources of information on the topic.

1628

Sources of Information for Reports	259	005	004	011	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes the criteria to be used for choosing sources of information for a specified topic.

1629

Adequacy of Information	267	005	004	011	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection containing facts and given two or more conclusions, the student designates those conclusions which are consistent with the facts.

1630

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

ORGANIZE MATERIALS

005 005

Sequence Information	268	005	005	001	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more bibliographic entries, the student writes them in alphabetical order.

1631

Sequence Information	268	005	005	001	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more index entries, the student writes them in alphabetical order.

1632

Sequence Information	268	005	005	001	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more sentences in random order, the student designates their order of occurrence in a paragraph.

1633

Sequence Information	268	005	005	001	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more items from a familiar selection, the student designates their order of occurrence.

1634

Sequence Information	268	005	005	001	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more events from a familiar selection, the student designates their order of occurrence.

1635

Sequence Information	268	005	005	001	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more historical events, the student sequences their chronological order of occurrence.

1636

Sequence Information	268	005	005	001	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given an incomplete set of items from it in order of occurrence, the student designates missing item(s).

1637

Sequence Information	268	005	005	001	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given an incomplete set of events from it in order of occurrence, the student designates the missing event(s).

1638

Sequence Information	268	005	005	001	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more main ideas from a selection, the student writes them in a logical order.

1639

Sequence Information	268	005	005	001	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more main ideas from a selection, the student says them in a logical order.

1640

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Classification of Information 269 005 005 002 001 000

1
2 *
3 *
4 *
5 *
6 *

Given two or more classes (categories), the student designates members of the classes (categories).
(I.e. animals - cat, dog
plants - catnip, dogwood)

1641

Classification of Information 269 005 005 002 002 000

1
2 *
3 *
4 *
5 *
6 *

Given two or more members of a class (category), the student designates the class (category) to which they belong.
(I.e. cat, dog - animals
catnip, dogwood - plants)

1642

Classification of Information 269 005 005 002 003 000

1
2 *
3 *
4 *
5 *
6 *

Given visually two or more items (e.g. words, statements, data), the student designates a logical system for classifying (categorizing) them.

1643

Classification of Information 269 005 005 002 004 000

1
2 *
3 *
4 *
5 *
6 *

Given two or more classes (categories), the student writes the names of two or more members of each class (category).

1644

Classification of Information	269	005	005	002	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given two or more members of a class (category), the student writes two or more classes (categories) to which each one belongs. (I.e. cat - dog:
cat: domesticated animal - pet
dog. domesticated animal - work animal - pet)

1645

Classification of Information	269	005	005	002	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given visually two or more items (e.g. words, statements, data), the student writes headings to classify them.

1646

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Summarizing	270	005	005	003	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes a summary of it.

1647

Summarizing	270	005	005	003	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student says a summary of it.

1648

Summarizing	270	005	005	003	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates its summary.

1649

Summarizing	270	005	005	003	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a lecture, the student writes a summary of it.

1650

Summarizing	270	005	005	003	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a lecture, the student says a summary of it,

1651

Summarizing	270	005	005	003	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a discussion, the student writes a summary of it.

1652

Summarizing	270	005	005	003	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a discussion, the student says a summary of it.

1653

Summarizing	270	005	005	003	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a play, the student says a summary of it.

1654

Summarizing	270	005	005	003	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a film, the student says a summary of it.

1655

Summarizing	270	005	005	003	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a film, the student writes a summary of it.

1656

Summarizing	270	005	005	003	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given orally a play, the student writes a summary of it.

1657

Summarizing	270	005	005	003	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes a summary of a personal experience.

1658

Summarizing	270	005	005	003	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says a summary of a personal experience.

1659

Main Ideas	261	005	005	003	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes its main idea(s).

1660

Main Ideas	261	005	005	003	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student designates its main idea(s).

1661

1	
2	
3	
4	
5	
6	

Outlining	271	005	005	005	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a lecture, the student writes an outline from notes taken during the lecture.

1662

Outlining	271	005	005	005	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection, the student writes an outline of it.

1663

Outlining	271	005	005	005	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a topic, the student writes an outline for a written or oral report of it.

1664

Outlining	271	005	005	005	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given two or more major topics, the student writes two or more subtopics for each topic.

1665

Outlining	271	005	005	005	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given two or more major topics, the student designates two or more subtopics for each topic.

1666

Outlining	271	005	005	005	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes a skeletal outline showing letters and numbers and the way they are used in an outline.

1667

Outlining	271	005	005	005	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes about the uses and values of outlines as study aids.

1668

Outlining	271	005	005	005	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student says the uses and values of outlines as study aids.

1669

Outlining	271		005	005	005	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a selection and given an outline, the student designates whether or not the outline fits the selection.

1670

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Data Representation	272	005	005	006	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a set of data, the student designates the most appropriate form (i.e. table, chart, diagram, type of graph) for illustrating the data.

1671

Data Representation	272	005	005	006	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a set of data, the student draws a diagram to illustrate it.

1672

Data Representation	272	005	005	006	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a set of data, the student draws a graph to illustrate it.

1673

Data Representation	272	005	005	006	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a set of data, the student draws a chart to illustrate it.

1674

Data Representation	272	005	005	006	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a set of data. the student draws a bar graph, a circle graph, and a line graph to illustrate the same data.

1675

Data Representation	272	005	005	006	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a set of data, the student draws a bar graph to illustrate it.

1676

Data Representation	272	005	005	006	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given a set of data. the student draws a circle graph to illustrate it.

1677

Data Representation	272	005	005	006	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a set of data, the student draws a line graph to illustrate it.

1678

Research: Footnotes and Bibliographies	273	005	005	007	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a research report which he has written, the student writes a bibliography for the sources used.

1679

Research: Footnotes and Bibliographies	273	005	005	007	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more books, the student writes a bibliography for them.

1680

Research: Footnotes and Bibliographies	273	005	005	007	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more magazines, the student writes a bibliography for them.

1681

Research: Footnotes and Bibliographies	273	005	005	007	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given three or more articles from periodicals, the student writes a bibliography for them.

1682

Research: Footnotes and Bibliographies | 273 | 005 | 005 | 008 | 001 | 000

1	
2	*
3	*
4	*
5	*
6	*

Given a research report or paper which he or she has written, the student writes footnotes where appropriate.

1683

Research: Footnotes and Bibliographies | 273 | 005 | 005 | 008 | 002 | 000

1	
2	*
3	*
4	*
5	*
6	*

Given one or more specific page references in one or more books, the student writes a footnote for each page reference.

1684

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Tables of Contents: Construct	274	005	005	009	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a magazine without a table of contents, the student writes a table of contents for it.

1685

Table of Contents: Construct	274	005	005	009	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a book without a table of contents, the student writes a table of contents for it.

1686

Table of Contents: Construct	274	005	005	009	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a collection of papers he or she has written, the student writes a table of contents for the collection.

1687

1	
2	
3	
4	
5	
6	

READING IN CONTENT AREAS

006

READING IN LITERATURE

006 001

Titles, Authors, and Details	275	006	001	001	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student says the name of the author.

1688

Titles, Authors, and Details	275	006	001	001	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student says the title of the work.

1689

Titles, Authors, and Details	275	006	001	001	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student says the name of the object described.

1690

Titles, Authors, and Details	275	006	001	001	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student says the name of the character described.

1691

Titles, Authors, and Details 275 006 001 001 005 000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student says the name of the speaker.

1692

Titles, Authors, and Details 275 006 001 001 006 000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student says the name of the person to whom the speaker is talking.

1693

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Characters and Characterization	276	006	001	002	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student says the names of the main characters.

1694

Characters and Characterization	276	006	001	002	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a character in a familiar work, the student writes a character analysis.

1695

Characters and Characterization	276	006	001	002	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a minor character in a familiar work, the student writes about the character's importance to the work.

1696

Characters and Characterization	276	006	001	002	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a character from a familiar work, the student writes about how the traits of the character are revealed in the work.

1697

Characters and Characterization	276	006	001	002	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a character from a familiar work, the student writes reasons for specified actions of the character.

1698

Characters and Characterization	276	006	001	002	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a character from a familiar work, the student designates reasons for specified actions of the character.

1699

Characters and Characterization	276	006	001	002	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a character from a familiar work, the student writes reasons for specified attitudes of the character.

1700

Characters and Characterization	276	006	001	002	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a character from a familiar work, the student designates reasons for specified attitudes of the character.

1701

Characters and Characterization	276	006	001	002	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given the names of two characters from familiar works, the student writes about their similarities and differences.

1702

Characters and Characterization	276	006	001	002	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given the names of two characters from familiar works, the student designates their similarities and differences.

1703

Characters and Characterization	276	006	001	002	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of characterization, the student writes a definition of the term.

1704

1	
2	
3	
4	
5	
6	

Plot and Literary Structure	277	006	001	003	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of plot, the student writes a definition of the term.

1705

Plot and Literary Structure	277	006	001	003	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of literary structure, the student writes a definition of the term,

1706

Plot and Literary Structure	277	006	001	003	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given the name of a familiar work, the student writes a plot summary of it.

1707

Plot and Literary Structure	277	006	001	003	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the protagonist.

1708

Plot and Literary Structure	277	006	001	003	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student says the name of the protagonist.

1709

Plot and Literary Structure	277	006	001	003	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student says the name of the antagonist.

1710

Plot and Literary Structure	277	006	001	003	007	00

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the antagonist.

1711

Plot and Literary Structure	277	006	001	003	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the conflict in the work.

1712

Plot and Literary Structure	277	006	001	003	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the conflict in the work.

1713

Plot and Literary Structure	277	006	001	003	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given the titles of two familiar works, the student designates the similarities and differences of their plots.

1714

Plot and Literary Structure	277	006	001	003	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given the titles of two familiar works, the student writes about the similarities and differences of their plots.

1715

1	
2	
3	
4	
5	
6	

Setting 278

006	001	004	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about its setting.

1716

Setting 278

006	001	004	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates its setting.

1717

Setting 278

006	001	004	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the techniques the author uses to establish the setting.

1718

Setting 278

006	001	004	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the techniques the author uses to establish the setting.

1719

Setting	278	006	001	004	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of setting, the student writes a definition of the term.

1720

Setting	278	006	001	004	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of setting, the student designates a definition of the term.

1721

Setting	278	006	001	004	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given the titles of two familiar works, the student designates the similarities and differences of their settings.

1722

Setting	278	006	001	004	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given the titles of two familiar works, the student writes about the similarities and differences of their settings.

1723

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes two or more rhyming words.

1724

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates the effects of its rhyme.

1725

Rhyme, Rhythm, Assonance. Alliteration	279	006	001	005	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates two or more words that rhyme.

1726

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates irregular rhythmic patterns.

1727

7

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates regular rhythmic patterns.

1728

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student writes about the author's use of rhyme.

1729

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student writes about the author's use of assonance.

1730

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes one or more examples of assonance.

1731

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	009	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates the effects of assonance in the poem.

1732

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	010	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates one or more examples of assonance.

1733

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	011	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student writes about the author's use of alliteration.

1734

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	012	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes one or more examples of alliteration.

1735

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	013	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates the alliteration in the poem,

1736

Rhyme, Rhythm, Assonance, Alliteration	279	006	001	005	014	000

1	
2	*
3	*
4	*
5	*
6	*

Given a poem, the student designates the effects of the alliteration in the poem.

1737

Chronological Techniques	280	006	001	005	022	000

1	
2	
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the effects of a specified chronological technique used by the author.

1738

Chronological Techniques	280	006	001	005	023	000

1	
2	
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the chronological techniques used by the author.

1739

Point of View	282	006	001	005	024	000

1	
2	
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the author's use of the narrator's point of view.

1740

Point of View	282	006	001	005	025	000

1	
2	
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the effects of the narrator's point of view.

1741

Point of View	282	006	001	005	026	000

1	
2	
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the narrator's point of view.

1742

Point of View	282	006	001	005	027	000

1	
2	
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the point of view of the narrator.

1743

Deviations from Common Verbal Patterns	283	006	001	005	028	000

1	
2	
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student designates syntactically deviant sentences.

1744

Deviations from Common Verbal Patterns	283	006	001	005	029	000

1	
2	
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student designates sentences which deviate from standard construction.

1745

Deviations from Common Verbal Patterns	283	006	001	005	030	000

1	
2	
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student designates the effects of deviations from standard syntax.

1746

Deviations from Common Verbal Patterns	283	006	001	005	031	000

1	
2	
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student designates the effects of deviations from standard sentence mechanics.

1747

Deviations from Common Verbal Patterns	283	006	001	005	032	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection from a familiar work, the student writes about the effects of deviations from standard syntax.

1748

Deviations from Common Verbal Patterns	283	006	001	005	033	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection from a familiar work, the student writes about the effects of deviations from standard sentence mechanics.

1749

Literary Devices & Techniques: Definitions	281	006	001	005	034	000

1	
2	
3	
4	*
5	*
6	*

Given a term used in the study of literary devices and techniques, the student writes a definition of the term.

1750

Literary Devices & Techniques: Definitions	281	006	001	005	035	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in the study of literary devices and techniques, the student designates a definition of the term.

1751

Plot and Literary Structure	277	006	001	005	037	000

1	
2	*
3	*
4	*
5	*
6	*

Given several books by the same author, the student writes about the author's style by comparing the different books.

1752

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Metaphors, Similes, Figures of Speech 284 006 001 006 001 0

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the effects of specified figures of speech found in the work.

1753

Metaphors, Similes, Figures of Speech 284 006 001 006 002 00

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates specified figures of speech found in the work.

1754

Metaphors, Similes, Figures of Speech 284 006 001 006 003 000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so. the student writes one or more metaphors.

1755

Metaphors, Similes, Figures of Speech 284 006 001 006 004 000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the effects of specified metaphors found in the work.

1756

Metaphors, Similes, Figures of Speech	284	006	001	006	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates metaphors found in the work.

1757

Metaphors, Similes, Figures of Speech	284	006	001	006	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given instructions to do so, the student writes one or more similes.

1758

Metaphors, Similes, Figures of Speech	284	006	001	006	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the effects of specified similes found in the work.

1759

Metaphors, Similes; Figures of Speech	284	006	001	006	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates similes found in the work.

1760

Symbolism	285	006	001	006	015	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work in which the theme is represented symbolically, the student writes about the symbolism.

1761

Symbolism	285	006	001	006	016	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work in which the conflict is represented symbolically, the student writes about the symbolism.

1762

Symbolism	285	006	001	006	017	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work in which the theme is represented symbolically, the student designates the symbolism.

1663

Symbolism	285	006	001	006	018	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work in which the conflict is represented symbolically, the student designates the symbolism.

1664

Figurative and Literal Language: Written	189	006	001	006	019	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of figurative language, the student writes a definition of the term.

1765 D: 284

Metaphors, Similes, Figures of Speech	284	006	001	006	019	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of figurative language, the student writes a definition of the term.

1765 D: 189

Symbolism	285	006	001	006	020	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of symbolism, the student writes a definition of the term.

1766

1	
2	
3	
4	
5	
6	

Tone, Diction, and Usage	286	006	001	007	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the tone of the work.

1767

Tone, Diction, and Usage	286	006	001	007	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the techniques used by the author to establish its tone.

1768

Tone, Diction, and Usage	286	006	001	007	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates its tone.

1769

Tone, Diction, and Usage	286	006	001	007	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the diction used by the author.

1770

Tone, Diction, and Usage	286	006	001	007	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of diction, the student writes a definition of the term.

1771

Tone, Diction, and Usage	286	006	001	007	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of usage, the student writes a definition of the term.

1772

Tone, Diction, and Usage	286	006	001	007	007	000

1	
2	*
3	*
4	*
5	*
6	*

Given a term used in the study of tone, the student writes a definition of the term.

1773

Tone, Diction, and Usage	286	006	001	007	008	000

1	
2	*
3	*
4	*
5	*
6	*

Given a passage from a familiar work, the student writes about the effects of the author's use of diction.

1774

Literary Themes	287	006	001	008	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the theme of the work.

1775

Literary Themes	287	006	001	008	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the theme of the work.

1776

Literary Themes	287	006	001	008	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the means by which the author establishes and develops the theme of the work.

1777

Literary Themes	287	006	001	008	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student designates the techniques used by the author to establish the theme of the work.

1778

Literary Themes	287	006	001	008	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given the titles of two familiar works, the student writes about the similarities and differences in their themes.

1779

Literary Themes	287	006	001	008	006	000

1	
2	*
3	*
4	*
5	*
6	*

Given the titles of two familiar works, the student designates the similarities and the differences in their themes.

1780

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Genres of Literature	288	006	001	009	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in the study of genre, the student designates a definition of the term.

1781

Genres of Literature	288	006	001	009	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in the study of genre, the student writes a definition of the term.

1782

Genres of Literature	288	006	001	009	003	000

1	
2	
3	*
4	*
5	*
6	*

Given the name of a literary form, the student designates its conventions.

1783

Genres of Literature	288	006	001	009	004	000

1	
2	
3	*
4	*
5	*
6	*

Given the name of a major literary genre, the student designates forms within the genre.

1784

Genres of Literature	288	006	001	009	005	000

1	
2	
3	*
4	*
5	*
6	*

Given the name of a literary genre, the student designates one or more examples.

1785

Genres of Literature	288	006	001	009	006	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student designates the major literary genres.

1786

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Values Expressed in Literary Works	289	006	001	010	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the author's expression of values.

1787

Values Expressed in Literary Works	289	006	001	010	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes his opinion of the author's values.

1788

Values Expressed in Literary Works	289	006	001	010	003	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes his opinion of the author's theme.

1789

Values Expressed in Literary Works	289	006	001	010	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given the title of a familiar work, the student writes about the means by which the author expresses his values.

1790

READING IN THE SOCIAL SCIENCES

006 002

Social Science Vocabulary	290	006	002	001	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in the social sciences, the student designates its definition.

1791

Social Science Vocabulary	290	006	002	001	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in the social sciences, the student writes its definition.

1792

Social Science Vocabulary	290	006	002	001	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in the social sciences, the student says its definition.

1793

1	
2	
3	
4	
5	
6	

Current Controversy	292	006	002	003	001	000

1	
2	
3	*
4	*
5	*
6	*

Given one or more selections discussing a contemporary problem or event (e.g. magazine articles, editorials), the student designates possible outcomes or future consequences.

1794

Current Controversy	292	006	002	003	002	000

1	
2	
3	*
4	*
5	*
6	*

Given one or more selections discussing a contemporary problem or event (e.g. magazine articles, editorials), the student writes about possible outcomes or future consequences.

1795

Current Controversy	292	006	002	003	003	000

1	
2	
3	*
4	*
5	*
6	*

Given one or more selections discussing a contemporary problem or event (e.g. magazine articles, editorials), the student designates what in his opinion would be the most favorable outcome.

1796

Current Controversy	292	006	002	003	004	000

1	
2	
3	*
4	*
5	*
6	*

Given one or more selections discussing a contemporary problem or issue (e.g. magazine articles, editorials), the student writes what in his opinion would be the most favorable outcome.

1797

Legal Selections	291	006	002	004	001	000

1	
2	
3	
4	
5	*
6	*

Given visually a legal selection (e.g. doctrine, law, or amendment to the Constitution), the student designates its practical implications or applications.

1798

Legal Selections	291	006	002	004	002	000

1	
2	
3	
4	
5	*
6	*

Given visually a legal selection (e.g. doctrine, law, or amendment to the Constitution), the student writes about its practical implications or applications.

1799

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Current Controversy	292	006	002	005	002	000

1	
2	
3	*
4	*
5	*
6	*

Given one or more selections discussing a contemporary problem or issue (e.g. magazine articles, editorials), the student writes a solution to the problem or issue.

1800

Current Controversy	292	006	002	005	003	000

1	
2	
3	*
4	*
5	*
6	*

Given an article which proposes a solution to a current problem or issue, the student writes why he agrees or disagrees with the author's solution.

1801

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Historical Solutions and Current Problems	293	006	002	006	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection on a historical event or situation and given a selection on a similar current event or situation, the student designates their similarities and differences.

1802

Historical Solutions and Current Problems	293	006	002	006	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection on a historical event or situation and given a selection on a similar current event or situation, the student writes about their similarities and differences.

1803

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

READING IN SCIENCE

006 003

Science Vocabulary	294	006	003	001	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in science, the student designates its definition.

1804

Science Vocabulary	294	006	003	001	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in science, the student writes its definition.

1805

Science Vocabulary	294	006	003	001	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in science, the student says its definition.

1806

1	
2	
3	
4	
5	
6	

Experimental Procedures and Observations	295	006	003	003	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection reporting an experiment, the student designates the procedures.

1807

Experimental Procedures and Observations	295	006	003	003	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection reporting an experiment, the student designates the observations.

1808

		006	003			

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Science: Cause and Effect Relationships	296	006	003	005	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection about a physical or biological phenomenon in which causes are implied, the student designates those causes.

1809

Science: Cause and Effect Relationships	296	006	003	005	002	000

1	
2	
3	*
4	*
5	*
6	*

Given an explanation of a natural phenomenon, the student designates whether it is based on superstition or science.

1810

Science: Cause and Effect Relationships	296	006	003	005	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection about a physical or biological phenomenon in which the effects of a cause are implied, the student designates the probable effects.

1811

Science: Cause and Effect Relationships	296	006	003	005	004	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection about the technological application of a scientific discovery, the student designates actual and/or possible effects.

1812

Science: Cause and Effect Relationships	296	006	003	005	006	000

1	
2	
3	*
4	*
5	*
6	*

Given two or more selections and given an incomplete experiment, the student designates a prediction of the outcome of the experiment based on the selections.

1813

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Hypothesis: Theory or Scientific Law	297	006	003	006	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a statement, the student designates it as a hypothesis, a theory, or a scientific law.

1814

Hypothesis: Theory or Scientific Law	297	006	003	006	002	000

1	
2	
3	*
4	*
5	*
6	*

Given two or more statements, the student designates those which are hypotheses.

1815

Hypothesis: Theory or Scientific Law	297	006	003	006	003	000

1	
2	
3	*
4	*
5	*
6	*

Given two or more statements, the student designates those which are theories.

1816

Hypothesis: Theory or Scientific Law	297	006	003	006	004	000

1	
2	
3	*
4	*
5	*
6	*

Given two or more statements, the student designates those which are scientific laws.

1817

Hypothesis: Theory or Scientific Law	297	006	003	006	005	000

1	
2	
3	*
4	*
5	*
6	*

Given an article on recent scientific work, the student designates the hypothesis in the article.

1818

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

Scientific Problems and Applications	298	006	003	007	001	000

1	
2	
3	*
4	*
5	*
6	*

Given an article about recent scientific work, the student designates practical applications.

1819

Scientific Problems and Applications	298	006	003	007	002	000

1	
2	
3	*
4	*
5	*
6	*

Given instructions to do so, the student designates possible solutions to specific current problems on the basis of previous readings in science.

1820

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

READING IN MATHEMATICS

006 004

Mathematics Vocabulary	299	006	004	001	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in mathematics, the student designates its definition.

1821

Mathematics Vocabulary	299	006	004	001	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in mathematics, the student writes its definition.

1822

Mathematics Vocabulary	299	006	004	001	003	000

1	
2	
3	*
4	*
5	*
6	*

Given a term used in mathematics, the student says its definition.

1823

1	
2	
3	
4	
5	
6	

Mathematics: Word Problems	300

006	004	002	001	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word problem in mathematics, the student designates the number sentence that leads to the solution of the problem.

1824

Mathematics: Word Problems	300

006	004	002	002	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word problem in mathematics, the student designates the mathematical operation(s) used to solve the problem.

1825

Mathematics: Word Problems	300

006	004	002	004	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word problem in mathematics, the student designates the procedures for solving it.

1826

Mathematics: Word Problems	300

006	004	002	005	000

1	
2	*
3	*
4	*
5	*
6	*

Given a word problem in mathematics with extraneous information, the student designates the information necessary for solution of the problem.

1827

Mathematics Concepts: Applications	301		006	004	004	001	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection explaining a mathematical concept or process or principle, the student writes how the concept or process or principle can be applied to solve mathematical problems.

1828

Mathematics Concepts: Applications	301		006	004	004	002	000

1	
2	
3	*
4	*
5	*
6	*

Given a selection explaining a mathematical concept or process or principle, the student designates practical applications of the concept or process or principle in daily life.

1829

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	

1	
2	
3	
4	
5	
6	